Sunset Valley 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	Kim Placker	10/03/13
Co-Chair	Leslie Jansen	10/03/13
Co-Chair	Crystal Young	10/03/13

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	**Kim Placker**

Voting Members	Name	CAC Co-Chair (✔)	CAC Sec. (✔)	PTA Pres. (✔)	Classroom Teacher (✔)	SpEd Expertise (✔)	Other Prof. Staff Member (Give Title)
Parent	Holly Brewster			✔			
Parent	Leslie Jansen	✔					
Parent	Hillary MacDonald		✔				
Parent	~~Alice Duffy~~ Edith Cuevas						
Parent	Yvonne Flores						
Parent	Brad Jones						
Professional Staff Member	Crystal Young	✔					
Professional Staff Member	Robin Sanchez				✔		
Professional Staff Member	Kristi Ochoa				✔		
Professional Staff Member	Ana Arrien				✔		
Professional Staff Member	Kim Moncus				✔		
Professional Staff Member	Lydia Borrego					✔	
Classified Staff Member	Beverly DeBerry						Office clerk
Business Representative	Charles Mulligan						
Community Representative	Kristen Lucas						

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):	1st Thursday
Normal Time:	3:05 pm

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

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

Check Any As Applicable (✔)	Method of Orientation
✔	Self-Orientation Using Materials on CAC Website
✔	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
7 hours	15 hours

CAMPUS-IDENTIFIED ACTION PLAN FOR 2013-2014

CAMPUS NEEDS ASSESSMENT

The following data were reviewed:
- 2013 STAAR Data
- Primary Reading Assessments
- District Benchmark Data

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

ACTION PLAN TO ADDRESS CAMPUS-IDENTIFIED NEEDS

Table #CI-1	☐State: Below safeguard target	☐ AYP: Area of low performance			
Objective: Increase student performance on the STAAR science by 10%					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Use release test items to create various activities to expose students to the type of items to expect on the actual test.	Classroom teachers	Release test items	Increased scores on teacher made assessments, MOY and STAAR scores increase by at least 10%	August 2013 until STAAR	
Encourage all ELL and SpEd students to attend pre-teach lessons with a focus on hands-on experiences and vocabulary.	Christina Mercado and SpEd Teachers	Pay for after school tutoring; pre-teach lessons from district	90-100% students in attendance at each tutoring session Students will improve their score on the benchmark and STAAR by at least 10%	August 2013 until STAAR	
Conduct round-table discussions weekly with 3rd, 4th and 5th graders in a mixed group setting.	Kim Placker and Christina Mercado	Student interactive journals	90% of students will orally communicate their learning and ideas	October 2013- June 2014	

			using 3 or more details.		
Align grade level field experiences to grade level science TEKS in order to make real life connections. Seek funding for the field trips that each grade level has identified as most appropriate for their grade level: SweetBerry Farms; Crow's Nest Farm; McKenna Children's Museum; San Antonio Zoo; LCRA Redbud Center; NASA; Natural Bridge Caverns; Port Aransas Marine Institute; Moody Gardens; Houston Science Museum	Science Committee; Grade level teachers; PTA funding	PTA funding	Students will apply learning through journal writing and connections to other academic areas.	August 2013– June 2014	
Conduct school-wide science days ("Super Outrageous Science") each 9-weeks to include grade level rotations for hands-on activities related to the current topic in science.	Science committee works with grade level team to conduct/plan	Campus funds; high interest science materials	Students complete an exit ticket for each activity and turn in at end of the day (STAAR format for upper grades)	October 2013 – June 2014	
Incorporate Creative Action Strategies to increase discussion about and interaction with Science concepts	Classroom teachers	PD/Coaching from Creative Action	Journal entries from students; strategies in teacher lesson plans	October 2013- June 2014	
Analyze and compare the Science STAAR release test to benchmark tests from 2012-2013 to determine misconceptions about the test	Science Committee, Christina Mercado	Release STAAR and MoY benchmarks from 2012-2013	Teachers creating common assessments using most current STAAR data	October 2013- June 2014	
Ensure all K-5 students participate in the school wide Science Fair; 3rd-5th will participate in the Regional Science Fair	Science Committee, Classroom teachers	Timeline, Parent Communication letters	100% of students in grades 3-5 represented in the Sunset Valley Science Fair	October 2013- June 2014	
Provide after school Science	Parent Volunteers,	Volunteers, Computer	100% of students in	December 2013-	

Project tutorials based on teacher recommendations	Science Committee members	access	grades K-5 represented in the Science Fair	February 2014	
Enable Dual Language teachers to access professional development to ensure best practices and strategies for second language learners.	DL teachers, Administration	Dual Language Office for PD Funding for registration when needed	Teacher PD rosters; lesson plans reflect DL best practices	August 2013 – June 2014	
Utilize Sparkito and Comprendo to support our student second language acquisition in all subjects.	Sharon Chavez	Sparkito and Comprendo funded by the district	Increase in Spanish spoken by English-dominant students during bilingual pairs	August 2013 – June 2014	
Differentiate lessons and projects to assure differentiation for all students, including GT identified students	All staff	GT Update training; Differentiation PD	Lesson plans reflect differentiation; Observation data	August 2013-2014	

Table #CI-1	☐ State: Below safeguard target	☐AYP: Area of low performance			
Objective: Increase student performance on the Math STAAR by 10%					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Assess students' numerical fluency weekly	Math teachers 1-5; math committee	Timed-tests assessments	Visual, in each classroom, displaying student mastery of grade-level fluency expectations	August 2013-June 2014	
Use Multiple step problems to solve addition and subtraction problems by restructuring some of our problems to make them more rigorous.	Math teachers; math committee	Have access to the side by sides and TEKS for upper grades.	Benchmark testing and end of unit assessments.	August 2013-June 2014	
Use number lines in all mathematical operations. Use models and objects to represent fractions greater than zero and locate fractions and decimals on a number line.	Math teachers; math committee	Different models of fractions and number lines.	Benchmark testing and end of unit assessments.	August 2013-June 2014	

When planning, refer to side by sides for examples of multiple step problems and vocabulary used in the problem and the TEKS for scaffolding. Use multiple step problems to solve multiplication and division using words, pictures, and models such as arrays and area models. *Using patterns and relationships to remember multiplication and division fact families.	Math teachers; math committee	Side by sides, various problem types, models such as strip diagrams, array models and equations. Add the different strategies to the SSV website for parents.	Benchmark testing and end of unit assessments.	August 2013-June 2014	
Use a vertically aligned problem solving model such as UPS check. Revisit how to implement the specific vertically aligned problem solving model	Campus wide in-service. Classroom teachers Teacher modeled in PK-K, with grade appropriate release to students.	A person willing to train.	Posted Anchor of Support Completed UPSC model in student journals.	August 2013-June 2014	
Incorporate Rounding whole numbers to the nearest ten, hundred, or thousand and using place value to read, write, compare, and order whole numbers. into a vertically aligned number sense routine. (numbers will vary in different grade levels).	Math teachers; math committee	Create a vertically aligned number sense template using number lines, rounding mountains, (5 or more let it score, 4 or less let it rest), Place value charts. Kagan/Kahn	Benchmark testing and end of unit assessments. VOM's, posted anchors of support.	August 2013-June 2014	
Generate a common grade level vocabulary list and use the TEKS from a grade level before and after to plan math instruction and have explicit plan for vocabulary for all students. Use the side by sides to expose the students to testing	Math teachers; math committee; PLC's/ Campus in-service	Side by sides and any other information from the other 2 grade levels. Professional development for different mathematical	Benchmark testing and end of unit assessments.	August 2013-June 2014	

language.		strategies.			
Incorporate Creative Action Strategies to increase discussion about and interaction with Math concepts	Classroom Teachers, Creative Action Group members.	Training on Strategies (Activity names, and descriptions)	Embedded in lesson plans, students will be able reflect orally or written in journals.	August 2013-June 2014	
Host a Math Night which will aim to assist parents in their ability to help their students with their math skills	Math Committee, Teachers from each grade level, PTA	Pending Tables Materials (pencils, manipulatives, etc.)	On the school calendar, sign-in form	November 21, 2013	
Differentiate lessons and projects to assure differentiation for all students, including GT identified students	All staff	GT Update training; Differentiation PD	Lesson plans reflect differentiation; Observation data	August 2013-2014	

Table #CI-2		⊠ State: Below safeguard target	☐ AYP: Area of low performance		
Objective: Increase student performance on the Writing STAAR by 20%					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Incorporate editing Language of the Day (Daily Language Review)	K-5th teachers	KAMICO writing passages	Weekly assessments (1st-5th grades)	August 2013 – June 2014	
Ensure ALL students have a writer's notebook/cuaderno de escritura to include mini-lessons, bank of ideas, drafts, evidence of revision, published pieces, mentor text as examples when applicable	K-5th teachers; PK as developmentally appropriate	Notebooks; PD on organization	Walkthrough data (Writing Checklist from Implementation Plan) shows 100% of students actively using notebook/cuaderno	September 30, 2013	
Send parents a list of grade-level writing expectations, based on the TEKS, to assist parents with homework help	PK-5th teachers	Teacher-created rubrics	Designated part of conference with parent; rubrics in student homework folders	October 14, 2013	
Use kid friendly rubrics, developed by students and	K-5th teachers; Language Arts Committee;	TEKS	Walkthrough data (Writing Checklist from Implementation Plan)	October 2014	

teachers using criteria charts aligned to grade level standards, to inform students about the expectations for their writing and hold students accountable for their final product	members of summer Writing Committee PD		shows at least 90% of students actively using rubrics to self-assess their writing; 100% of teachers use rubrics to assess writing (their own and the students')		
Teachers use mentor text to model lessons	Writing teachers	PD demonstrating use of mentor text	Lesson plans include mentor text	August 2013 – June 2014	
Students draft at least two content area journal entries per week	Language Arts Committee; Writing teachers	Journals	Spot checks reveal current entries	August 2013 – June 2014	
School-wide common writing, to same prompt, to be displayed, in the hallway, vertically	Language Arts Committee; Writing teachers	Schedule of prompts; bulletin board space	Student work displayed by designated date	Ongoing; beginning November 2013 Once per semester	
Strive for teacher /student talk ratio: 20/80 during writing conference time so that students leave conference ready to write	Language Arts Committee; Writing teachers; Administration	PD regarding time management during the writing block	Observation data reflects student talk at 80% of conference time	August 2013 – June 2014	
Host monthly writing camps for all 4th grade students	4th grade teachers; Reading Specialist as needed	Writing camp lessons from district	Student attendance on days of writing camps	October 2013 – August 2014	
Differentiate lessons and projects to assure differentiation for all students, including GT identified students	All staff	GT Update training; Differentiation PD	Lesson plans reflect differentiation; Observation data	August 2013-2014	

Table #CI-4	☐ State: Below safeguard target ☐AYP: Area of low performance	
Objective: Increase student performance on the reading STAAR by 20%		
Applicable Strategic Plan Goal(s):		

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Present new vocabulary every week (4 or more words)	PK-5th Teachers	*Treasures* adoption materials; *Text Talk*	Vocabulary posted with visual evidence of its use by the students	August 2013 – June 2014	
Assure all components or Balanced Literacy are taught daily with attention to the Gradual Release of Responsibility	PK-5th Teachers	Textbook adoption; leveled readers; high interest text for Read Aloud, Shared Reading, Guided Reading and Independent Reading	Teachers honoring their scheduled time for each component at walkthough	September 30 – June 2014	
Provide targeted interventions to all students that qualify for Tier 2 and 3 intervention using intervention strategies/programs that are aligned to student needs	PK-5th Teachers; Reading Specialist; Tutors	Research-based reading interventions	eCST goals and progress monitoring	August 2013 – June 2014	
Enter progress monitoring data into eCST for students who qualify for Tier 2 and Tier 3 interventions	PK-5th Teachers; Reading Specialist	PD on goal writing and data entry	Students on watch list have goals and progress monitoring entered into eCST	August 2013 – June 2014	
Differentiate lessons and projects to assure differentiation for all students, including GT identified students	All staff	GT Update training; Differentiation PD	Lesson plans reflect differentiation; Observation data	August 2013- 2014	

Table #CI-5	☐ State: Below safeguard target ☐AYP: Area of low performance				
Objective: In grades K-2, increase number of students reading on grade level by 5%					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Reinforce expectation that ALL students read at least 20 minutes every night as homework	PK-5th grade teachers	Reading logs for parent signatures; Parent letter with expectations	Reading logs (parent signed); DRAs BOY/MOY/EOY reflect that students are reading on grade level	August 2013 – June 2014	
Provide targeted interventions to	PK-2nd Teachers;	Research-based	eCST goals and	August 2013 –	

all students that qualify for Tier 2 and 3 intervention using intervention strategies/programs that are aligned to student needs	Tutors	reading interventions	progress monitoring entered into eCST system	June 2014	
Enter progress monitoring data into eCST for students who qualify for Tier 2 and Tier 3 interventions	PK-2nd Teachers;	PD on goal writing and data entry	Students on watch list have goals and progress monitoring entered into eCST	August 2013 – June 2014	
Use Heggerty phonological awareness activities daily	PK and Kindergarten teachers	Heggerty lessons	Lesson plans and schedules reflect implementation; walkthrough data reflects implementation	August 2013 – June 2014	
Differentiate lessons and projects to assure differentiation for all students, including GT identified students	All staff	GT Update training; Differentiation PD	Lesson plans reflect differentiation; Observation data	August 2013-2014	

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**
Provide 5 Health Lessons each 9 weeks	Classroom Teachers	Health lessons online	Written in lesson plans	August 2013 – June 2014	
Provide rigorous quality WOW lessons when no PE class	Classroom Teachers	WOW lessons Brain Breaks – for use in classrooms throughout the day; balls and other materials	Observations of students running 2 laps daily and performing WOW games appropriate for the grade level; Teachers give 9 wks Health & Physical Activity grades	August 2013 to May 2014	
Increase number of BMI scores within "Healthy Zone" on Fitnessgram for the 3rd -5th graders to 60%	PE teachers	Lessons provided in CRM	Increased scores reported on Schoolnet	August 2013 to May 2014	
Integrate CATCH night for whole family into Math Night (11/21/13) and Literacy Night (TBD)	CATCH team	Brain pop lessons Movement lessons Food demonstration Dance lessons Education on fat and salt lessons	Sign in sheet for CATCH night and pictures of families involved in activities	By Spring 2014	
In order to comply with the Wellness Policy, eliminate food fundraiser during the school day, including the sale of tickets for afterschool pickup of a food item.	CATCH team, PTA	Other fundraising materials	No after school candy/soda sales	August 2013 – June 2014	

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Teach the students anti bullying problem solving strategy from SEL and NO Place for Hate	Counselor; Classroom teachers	Staff trained in Anti-Bullying vocabulary and strategies for preventing bullying across the campus	Reduced number of students needing environmental change and using the PEACE place correctly to solve issues.	August 2013 to May 2014	
Provide clear behavior expectations in every classroom using the SEL curriculum to teach appropriate social skills to students	All Staff	SEL expectations for different environments in English and Spanish	Anchor charts for behavior and peace area evident in all classrooms	August – September 2013	
Signed No Place For Hate Contract in all school environments	All Staff	No Place for Hate sheets for each teacher	All classrooms with signed contract posted	September 2013	

Table #DR-3

Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide at least 2 academic parent information nights including reading/writing, Math, and CATCH integrated	PTA, all staff	Parent materials and fliers, materials for students to interact with at each program	Parent sign in at events	2 different events scheduled by March 2014	
Provide a monthly parent coffee and communicate topics in the monthly newsletter, fliers and phone messenger	Principal Assistant Principal Parent Support Specialist	Various information regarding topics of interest and importance such as: attendance, STAAR,	Parent sign in for each monthly coffee and agenda for this event	Monthly through June 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
		homework help			
Provide two parent conferences with classroom teachers	Classroom teachers SpeD teachers Specialist as needed	Data for student current levels of progress Behavior data if needed	Sign in sheets from each teacher classroom for the 2 events	Fall conference Spring conference	
Provide a principal monthly newsletter to families in English and Spanish	Principal translator	Principal one page newsletter will go home each month showing all the dates of events that month and current areas of focus for parents	Copy of each newsletter	Monthly for the school year	
Provide Back to School Night for Parents the 1ˢᵗ month of school	Administrators, Counselors Classroom teachers, Sped teachers, Specialists	Expectations printed out for parents in English and/or Spanish for a successful year including homework, academics, attendance, and all other expectations	Sign in sheet from each classroom for the Back to School Night	September 12, 2013	
Provide a parent and volunteer breakfast in May to thank supporters/volunteers of our school for help during the school year	Campus	Provide gifts for each volunteer, provide refreshments for the parents	Sign in sheet for the breakfast	May 2014	
Parents invited to tutor students during Science Fair; support students who need more access to technology, etc.	PTA; Parent volunteers; Science Committee; Principal; Assistant	Access to technology; Science rubrics for experiments, collections,	100% of students represented in the school Science Fair	February 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
	Principal	demonstrations			
Host Math Pentathlon for grades K-2 after school; 100% run by parents	PTA; Parent volunteers	Games, manuals, training for parent coaches	Attendance roster; at least 90% of pentathlon participants score 3 or above on report card in Math	October 2013 – December 2013	

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
Use Writing and Science Checklists, which were developed by all teachers at August PD, to assess our implementation of the Writing and Science Plans and to conduct mini-PD lessons according to areas of need	Administrative team Team leaders Writing teachers	Checklists; materials specific to areas of need on checklists; PD from Language Arts department	Sign in for mini-PD lessons; completed checklists from observations	August 2013 to May 2014	
Provide staff development training on the RTI process and Tier1, Tier 2 and Tier 3 requirements.	Principal Assistant Principal eCST facilitators Sped teachers	PD regarding Tiers and eCST documentation	Faculty Meeting agenda reflects PD presentation on RTI	September 2013	
Provide staff development training on eCST	Principal Assistant Principal eCST facilitators Sped teachers	Teachers to bring laptops and walk through the process writing up a correct eCST academic and behavioral goal for intervention (in small	Meeting agenda reflects PD presentation on RTI	September 2013	

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
		groups as teams)			
Provide GT training for staff for 6 hour update	GT facilitators Counselor Administration	GT training modules	Sign in for GT training	October 2013	
Require GT certification and ESL or bilingual certification for all teaching staff		Schedules of training dates and testing dates	Certification of completion	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):

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide quality Tier 1, Tier 2 and Tier 3 interventions to all students to ensure that no one is wrongly identified.	Classroom teachers provide Tier 1 guided groups, Interventionists and classroom teachers provide Tier 2 interventions, Sped teachers pull out and provide Tier 3 interventions	Instructional level materials needed by all educational staff working with students in small group	RTI data in the eCST system during the intervention side for teachers and the specialist and sped teachers under RBP.	August 2013-May 2014.	
Case managers review each individual student's data to thoughtfully consider increasing time in general education setting	SpEd teachers Administration	IEP schedules	75% or more of SpEd students increase their time in general ed inclusion by at least	August 2013 – May 2014	

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):

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
			10%		
Review students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	Classroom teachers, eCST facilitator, counselor	Designated time to plan interventions and meet as an eCST team	100% of students with eCST goals have progress monitoring entered into the system monthly	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):

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide quality Tier 1, Tier 2 and Tier 3 interventions to all students including Hispanic students to ensure that no one is wrongly identified.	Classroom teachers provide Tier 1 guided groups, Interventionists and classroom teachers provide Tier 2 interventions, Sped teachers pull out and provide Tier 3 interventions	Instructional level materials needed by all educational staff working with students in small group	RTI data in the eCST system	August 2013- May 2014.	
Implement a phonics-based, literacy supplemental program for PK-1st grade such as Haggerty	Primary teachers	Haggerty materials	TPRI/Tejas Lee scores increase by 10% (at developed level)	August 2013 – June 2014	
Provide professional learning for	SpEd teachers;	PD regarding	Accommodations	August 2013 –	

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):

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
teachers on how to integrate general and content specific accommodations for students with disabilities	district SpEd coordinators	accommodations	written in teacher lesson plans	June 2014	
Implement Spanish reading methodology and monitor student performance in fluency, comprehension and phonics using Tejas Lee, and the Tejas Lee Intervention Guide, in K-2nd grade	K-2nd teachers; Tutors; Assistant Principal	Spanish resources for assessment and intervention programs	eCST data entered; Teacher assessments (running records, Verification of Mastery reports)	August 2013 – June 2014	

Special Education Service in LRE – *All Levels*

Table #DR-11

Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.

Condition: If rate < 66% | Source: SPED C-IEP (H)

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide interventions for SpEd students with their general education peers during school, after school, and for Saturday camps (if teams chose to do Saturday school)	SpEd teachers; classroom teachers	Same intervention materials needed for all students at that grade level, coupled with intervention material at the appropriate grade level	Intervention times in lesson plans	August 2013 – June 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.					
<mark>Condition: If rate < 66%</mark>				Source: SPED C-IEP (H)	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
"Front load" week's information at the beginning of the week (Monday) so students can be in the general education classroom Tuesday-Friday	SpEd teachers	Curriculum planning documents in advance	Lesson plans reflect the "Monday Front Load" schedule	August 2013 – June 2014	

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).					
<mark>Condition: If rate < 50%</mark>				Source: AISD CDA Report	
Does Campus Performance Require Inclusion of This Objective (Yes or No):					
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	**Responsible Person(s)**	**Needed Resources (Include PD Support)**	**Evidence of Implementation/ Effectiveness**	**Timeframe for Completion**	**Status**
Provide interventions for SpEd students with their general education peers during school, after school, and for Saturday camps (if teams chose to do Saturday school)	Classroom teachers, SpEd teachers	Same intervention materials needed for all students at that grade level, coupled with intervention material at the appropriate grade level	Number of Sped students taking STAAR	ARD completed by March 2014	
"Front load" week's information at the beginning of the week (Monday) so students can be in the general education classroom Tuesday-Friday	SpEd teachers	Curriculum planning documents in advance	Lesson plans reflect the "Monday Front Load" schedule	August 2013 – June 2014	

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).

Condition: If rate > 20%				Source: AISD CDA Report	

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

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide interventions for SpEd students with their general education peers during school, after school, and for Saturday camps (if teams chose to do Saturday school)	Classroom teachers, SpEd teachers	Same intervention materials needed for all students at that grade level, coupled with intervention material at the appropriate grade level	Number of Sped students taking STAAR	ARD completed by March 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):

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide interventions for ELL students during school, after school, and for Saturday camps (if teams chose to do Saturday school)	Classroom teachers; Specialist	Same intervention materials needed for all students at that grade level, coupled with intervention material at the appropriate grade level	Number of ELL students making at least 1 years growth on TELPAS	LPAC completed by June 2014	
Provide teachers with professional development on accommodations and	Classroom teachers LPAC chair	PD from Bilingual Department	Walk through observations in ELL classrooms; Lesson	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).

| 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
intervention strategies based on TELPAS composite rating			plans		
Utilize PK-1st resources and professional development to support Spanish phonics-based reading program for bilingual classrooms in order to strengthen students' native language and improve second language acquisition	Classroom teachers	PD and Spanish phonics-based reading program	EDL scores and Tejas Lee scores increase by 10%+	February 2014	
Continue to implement the dual language Gómez and Gómez Enrichment Model with fidelity	Dual Language classroom teachers	Bilingual books and other bilingual materials; PD from Dual Language Department	EDL scores and Tejas Lee scores increase by 10%+	August 2013 – June 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	Pay for teachers to tutor at-risk students after school
General Supplies for at-risk students	Supplies for classroom instruction, intervention and enrichment
Reading specialists	One bilingual reading specialist serves students in need of reading intervention
Elementary Counselors	One full time counselor teaches Social Emotional Learning lessons to at risk students
Parent Support Specialist	½ time Parent Support Specialist to act as liaison between school personnel and parents; provides training for parents and provides resources for parents
TOTAL	$394,450.00

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: Continue participation in Beginning Teacher Network Program (BTEN) pilot through the Carnegie Foundation

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: Continue participation in Beginning Teacher Network Program (BTEN) pilot through the Carnegie Foundation

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)

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

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

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

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

edb

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	40	31	50.00	45
Asian	n/a	<1	30.00	20
AA	<1	<1	30.00	20
Hispanic	34	24	45.00	39
White	75	65	75.00	72
2 or More	*	>99	100.00	>99
EcD	34	25	45.00	40
ELL	19	13	40.00	30
Spec Ed	30	19	45.00	35
3rd English	50	38	55.00	51
4th English	37	25	45.00	40
5th English	42	34	50.00	48

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	39	36	55.00	49
Asian	n/a	<1	30.00	20
AA	*	*	45.00	*
Hispanic	37	36	55.00	49
White	60	42	55.00	54
2 or More	*	*	61.00	*
EcD	36	34	55.00	47
ELL	35	29	50.00	43
Spec Ed	35	35	50.00	48
3rd English	35	38	55.00	51
4th English	33	31	50.00	45
5th English	48	41	55.00	53

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	21	19	45.00	35
Asian	n/a	n/a	45.00	n/a
AA	*	n/a	45.00	n/a
Hispanic	14	*	40.00	*
White	60	70	78.00	76
2 or More	<1	<1	40.00	20
EcD	15	*	40.00	*
ELL	*	*	40.00	*
Spec Ed	<1	<1	40.00	20
4th English	27	23	45.00	38
4th Spanish	*	<1	40.00	20

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

STAAR/EOC Science at Level II - Final

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
Safeguard	n/a	n/a	n/a	n/a
All Students	40	26	55.00	41
Asian	n/a	<1	40.00	20
AA	<1	*	50.00	*
Hispanic	41	17	50.00	34
White	*	67	75.00	73
2 or More	*	>99	100.00	>99
EcD	35	17	45.00	34
ELL	*	*	50.00	*
Spec Ed	*	<1	40.00	20
5th English	40	26	50.00	41

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	15	16	28.00	24
Asian	n/a	<1	15.00	10
AA	<1	<1	15.00	10
Hispanic	12	11	25.00	20
White	40	38	48.00	45
2 or More	<1	*	56.00	*
EcD	9	8	20.00	17
ELL	*	*	15.00	*
Spec Ed	*	*	15.00	*

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	15	12	25.00	21
Asian	n/a	<1	15.00	10
AA	<1	<1	15.00	10
Hispanic	13	9	20.00	18
White	30	27	38.00	34
2 or More	*	<1	15.00	10
EcD	12	8	20.00	17
ELL	*	*	15.00	*
Spec Ed	*	<1	15.00	10

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

STAAR/EOC Writing at Level III

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

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

STAAR/EOC Science at Level III

	2011-12 Est	2012-13 Est	2013-14 Improvement Goal	2013-14 Target
All Students	15	11	22.00	20
Asian	n/a	<1	15.00	10
AA	<1	<1	15.00	10
Hispanic	15	*	16.00	*
White	*	*	55.00	*
2 or More	<1	>99	100.00	>99
EcD	*	*	16.00	*
ELL	<1	<1	15.00	10
Spec Ed	<1	<1	15.00	10

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

Primary Reading Assessment
EOY On or Above Grade Level

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Improvement Goal	End Goal Target
Kinder DRA English	100%	93%	89%	90.00	>=90%
Kinder DRA Spanish	82%	85%	81%	85.00	>=90%
1st DRA English	67%	77%	92%	93.00	>=90%
1st DRA Spanish	55%	81%	73%	80.00	>=90%
2nd DRA English	71%	78%	81%	85.00	>=90%
2nd DRA Spanish	61%	54%	55%	70.00	>=90%

Data Source: AIMS, EOY Assessment
On grade level for KG is at least 3, for grade 1 is at least 16, and for grade 2, at least 28.

Estimated Attendance

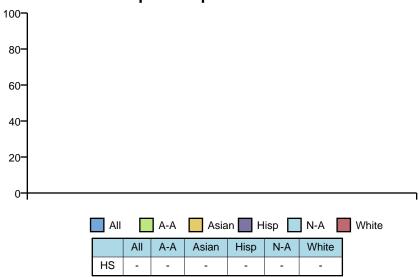|	Estimated						Improvement Goal
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
All Students	96%	96.5%	95.7%	96.7%	96.5%	96%	96.50
African American	96.3%	94.3%	95.6%	96.3%	97.9%	96.8%	96.90
Asian	94.6%	96.6%	95.9%	97.8%	97.9%	97.1%	97.20
Hispanic	96.4%	96.7%	95.9%	96.9%	96.8%	96.2%	96.50
Native American	97.3%	94%	92.1%	98.9%	98.6%	97.8%	97.90
White	93.7%	95.9%	94.5%	95%	95.7%	95.1%	96.00
2 or More				95.8%	94.3%	96.3%	96.50
EcD	96.3%	96.5%	95.8%	96.7%	96.6%	96%	96.50

Data Source: AISD Student Information System

Student Discipline Aggregate Counts

Student Group	Enrollment 2012-13
All Students	597
African American	9
Asian	11
Hispanic	434
Native American	3
White	135

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

	All	A-A	Asian	Hisp	N-A	White
HS	-	-	-	-	-	-

Campus Discretionary Removals

All ■ A-A ■ Asian ■ Hisp ■ N-A ■ White

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

Campus ALC/EDAP or ISS

All ■ A-A ■ Asian ■ Hisp ■ N-A ■ White

	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							0.00
African American							0.00
Asian							0.00
Hispanic							0.00
Native American							0.00
White							0.00

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.
Source: DEEDS Discipline Data for PEIMS. 2012-2013 data are draft. Final data reports will be disseminated in August 2013.

Campus Suspensions to Home

	Estimated						Improvement Goal
	2010-11		2011-12		2012-13		2013-14
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	4	.81%	3	.54%			0.40
African American							0.00
Asian							0.00
Hispanic	2	.51%	2	.47%			0.40
Native American							0.00
White	1	1.45%	1	1.05%			0.40

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	1.01%	4	.72%			0.50
African American							0.00
Asian							0.00
Hispanic	5	1.27%	3	.7%			0.50
Native American							0.00
White			1	1.05%			0.50

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	443	464	449	496	542
African American	13	12	6	7	9
Asian	12	10	7	4	8
Hispanic	357	373	347	369	385
Native American	2	3	1	2	3
White	59	66	59	82	114
2 or More			29	31	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	117	13	11%	132	17	13%	10.00	Decrease % ELL students scoring at beginning level on TELPAS Reading
African American	-	-	-	-	-	-	0.00	
Hispanic	115	13	11%	127	15	12%	10.00	
White	*	*	*	*	*	*	50.00	
EcD	115	13	11%	130	17	13%	10.00	
Special Ed	28	9	32%	29	9	31%	20.00	

Data Source: Contractor's Electronic Files

Student Fitness

Sex	Ethnicity	2010-11						2011-12						2012-13					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F	African American	*	-	-	-	-	-	*	-	-	*	-	-	*	*	*	*	*	*
F	Hispanic	72	34	47%	39	27	69%	71	32	45%	41	26	63%	70	35	50%	33	16	48%
F	White	10	5	50%	5	2	40%	10	6	60%	5	3	60%	20	15	75%	11	8	73%
F		84	39	46%	44	29	66%	83	38	46%	48	29	60%	93	51	55%	46	24	52%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M	African American	*	*	*	*	*	*	-	-	-	-	-	-	*	*	*	*	*	*
M	Hispanic	64	28	44%	34	27	79%	82	45	55%	38	28	74%	86	43	50%	49	38	78%
M	White	7	6	86%	*	*	*	10	7	70%	5	4	80%	13	9	69%	8	7	88%
M		73	35	48%	37	30	81%	92	52	57%	43	32	74%	100	52	52%	58	46	79%
total		157	74	47%	81	59	73%	175	90	51%	91	61	67%	193	103	53%	104	70	67%

Data Source: AISD Fitnessgram