

Lanier School
2012-2014
Campus Improvement Plan
Austin Independent School District



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AUSTIN ISD Strategic Plan.

Mission

In partnership with parents and our community, AUSTIN ISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision

AUSTIN ISD 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: Membership

According to state law and district policy, the Campus Improvement Plan (CIP) was developed in collaboration with the Campus Advisory Council (CAC). Following are the names of all members currently on the CAC. Add lines for any members over the minimum positions required by CAC bylaws. Also, note if any positions are currently vacant. This list will be reviewed for compliance with CAC membership requirements.

Membership Category	Member Names	Co-Chair (✓)	Secretary (✓)
Principal			
Principal	Katherine Ryan		
Director <i>(if applicable)</i> ¹			
PTA President or Designee ²	Daisy Gutierrez		
Parent ³	Maria Ortega	X	
Professional Staff Member ⁴	Joseph Kanke, teacher		
Professional Staff Member ⁴	Kirsten Cole Christopherson, teacher		
Professional Staff Member ⁴	Laura Beal, teacher		X
Professional Staff Member ⁴	Martha Burnett, teacher		
Professional Staff Member ⁴	Melissa Chan, School Improvement Facilitator		
Professional Staff Member ⁴	Rebecca Herman, Teacher	X	
Professional Staff Member ⁴	Ryan Cengel, teacher		
Professional Staff Member ⁴	Shanley McLaughlin, counselor		
Professional Staff Member ⁴	Emily Hersh, Librarian		
Professional Staff Member ⁴	Terri Arnold, CIS		
Professional Staff Member with Expertise in Special Education ⁵	Laura Beal, teacher		
Classified Staff Member ⁴	Raquel Rodriguez, Parent Specialist		
Student <i>(if applicable)</i> ⁴	Madeleine Knight		
Student <i>(if applicable)</i> ⁴			
Community Representative ³	Matt Myers		
Business Representative ³	Robin Flynn		

¹Director of a magnet, academy, or institute collocated with the school (if applicable)

²Does not count toward minimum required number of parents or professional staff

³Selected by Membership Committee (principal, CAC officers, and one other non-staff CAC member)

⁴Elected by peers (at least 2/3 of professional staff must be classroom teachers)

⁵Selected by principal (required by state law for all CACs)

CAMPUS ADVISORY COUNCIL: CAC Database Information

Email Addresses of CAC Co-Chairs:

Staff Co-Chair Email Address: Teacher Rebecca Herman, rherman@austinisd.org

Non-Staff Co-Chair Email Address: Mrs. Maria Ortega, no e-mail address (parent); phone (512) 929-3148

Schedule for Regular CAC meetings:

Normal Day of the Month: approx. first Monday of each month

Normal Time: 5:00 pm

CAMPUS ADVISORY COUNCIL: Orientation of New CAC Members

According to CAC Bylaws, the principal shall ensure that new CAC members receive orientation to service. Use the following form to document that orientation was provided to new CAC members.

Check Any As Applicable	Method of Orientation	Date As Applicable
X	New Member Self-Orientation Using Materials on CAC Web Site	By Oct 1
	Orientation Session Provided by Campus or CAC	
	Orientation Session Provided by Central Office (CAC Coordinator)	
	Orientation Session Provided by District Advisory Council (DAC) Members	
	Other (please describe):	

CAMPUS ADVISORY COUNCIL (CAC): Level of Participation in 2012-2013 CIP Development

The following documentation is in accordance with District Advisory Council (DAC) Resolution to ensure that the CAC is meaningfully and actively involved in CIP (*Campus Improvement Plan*) development. For each category, fill in the estimated hours spent on 2012-2013 CIP development. Note that development refers to time spent on putting the CIP together or revising it; development does not refer to time spent on discussing implementation of the CIP.

Estimated Hours Spent on Campus Improvement Plan (CIP) Development				
Full CAC	CAC Subcommittee	Campus Staff or Leadership Team	Principal	Other
1	2	15	15	

ACTION PLAN FOR 2012-2013

Explanation

The action plan includes individual tables that represent separate performance objectives, in the following format:

Performance Objective # Applicable Strategic Plan Goal(s): [Performance objective statement]				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence

Each performance objective in the action plan is based on areas for improvement, as identified through analysis of related data (i.e., a needs assessment). Each performance objective is also aligned with at least one of the goals in the district's Strategic Plan, as listed on Page 2.

Following is additional explanation of certain columns in the action plan tables:

Improvement Strategies

- Each performance objective has at least one improvement strategy; additional rows may be added to the tables as necessary to accommodate additional improvement strategies. (As appropriate, certain improvement strategies may be repeated under different performance objectives.)
- There is a clear link between the strategy and the performance objective. (For example, “Administering benchmark assessments bi-weekly in reading and writing” is not a strategy, since testing itself does not improve achievement. Instead, a strategy can be, “Use bi-weekly assessment data to differentiate instruction and target interventions for students.” Administering the assessments can be an implementation step.)

Key Implementation Steps

- This information answers the question, “What steps will result in the strategy being implemented?” In other words, specific steps are identified that need to occur that will cumulatively result in the strategy being implemented with fidelity.
- As applicable, any funding sources are included (e.g., Title I, State Compensatory Education, grants), as well as materials, parent and community involvement (required for Title I schools), communications, professional development (required for Title I schools), or other requirements to accomplish the related improvement strategies.
- As applicable, professional development may include scheduled district, vertical team, and campus professional development days, as well as embedded professional learning time, late start day activities, and other professional development or training.
- Timeframes for completion are assumed to be the 2012-2013 school year. However, if certain Improvement strategies relate to more specific timeframes (e.g., a specific day, month, quarter, semester), those timeframes are indicated. This may be useful in explaining status.

Implementation Evidence

- This information answers the question, “How are you measuring implementation success?”
- Measures for each implementation step are noted. (For example, if the implementation step is “Provide training in reading and writing intervention to all teachers by January 15”, then the measure for this step might be “X of Y teachers trained.” This might be just one of several implementation steps, as training alone is not sufficient evidence of implementation of a strategy.)
- Observation protocols may serve well for measuring improved skills of teachers. (For example, you can note that “5 of 7 teachers observed used reading strategies from professional development”. Ideally, the level of implementation is noted, such as proficient or beginning.)
- End-of-year TAKS results are not appropriate measures of an implementation step. Measures of a step are identified that will provide guidance during the year in order to make mid-course corrections if necessary. Interim or benchmark assessments would be appropriate.
- Different types of measures for different stages of implementation are considered. (For example, if the strategy involves teachers learning and implementing a particular instructional approach, evidence in September might be X of Y teachers trained, evidence in November might be classroom observation data, and evidence throughout might be different assessments, such as benchmark assessments in the fall and the MOY assessment in the winter.)

Status

- The status column is not filled out for submittal of the plan. It is to be used for subsequent implementation monitoring purposes during the school year (i.e., formative and summative evaluations). The completed action plan is used as a template for status reports.
- Status reports are to be provided to the Campus Advisory Council at regular monthly meetings, and are to be attached to the minutes of those meetings. In addition, everyone on campus should be familiar with the Campus Improvement Plan.
- Under status, the appropriate symbol is inserted, as described below (color or black and white symbols may be used).
- Text may be inserted below a table to explain status and to provide next steps.

Status Symbols	Description of Status Symbols
● <i>or solid green</i>	On track and being implemented as designed.
○ <i>or solid yellow</i>	Generally on track, or initiation pending as described in action plan.
○ <i>or solid red</i>	Off track (e.g., certain issues blocking implementation).

ACTION PLAN FOR 2012-2013

Performance Objective:#1 Health and Fitness				
Applicable Strategic Plan Goal(s): 1				
Establish goals at each school to prepare children to be healthy, fit, and ready to learn.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. The campus will show evidence of an environmental change using Coordinated School Health materials.	Principal Kathy Ryan	Utilize CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.
	b. 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	PE Teacher K. Moten, Athletic Director O. Jones, School Improvement Facilitator M. Chan	This will occur once in the Fall and once in the Spring.	All students' data will be entered in Fitnessgram according to teacher and campus.
	c. Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity.	K Moten, O Jones, K Ryan	The PE (<i>physical education</i>) teacher will assess students BMI (<i>body mass index</i>) using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AUSTIN ISD's case management plan for obesity.	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99 th plus percentile (with parental involvement and consent) will be case managed using AUSTIN ISD case management plan for obesity.
	d. Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	Principal Kathy Ryan	Include distribution of data on school calendar.	Spot checks to see if data were received.
	e. Lanier will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	Principal Kathy Ryan	Principals will share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents.	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.

			<p>Principals will communicate contents of the policy across stakeholders.</p> <p>Principals will identify the three exempted days and email the information to AUSTIN ISD Health Coordinator.</p> <p>Teachers will use alternative rewards instead of food.</p>	
	f. Lanier will participate in Wellness activities and observations such as Just Say No Week, etc.	Principal Kathy Ryan, PE Teachers, PAL Class (<i>Peer Assistance Leadership</i> student group), HOSA (<i>Health Occupation Student Association</i>)	Staff will participate in school-wide initiatives that support healthy living choices	Verify events are posted on School Calendar

Performance Objective:#2 Closing the Achievement Gap				
Applicable Strategic Plan Goal(s): 1,2,4				
Reduce special education identification rate by 10%.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. Review campus level data on SPED (special education) representation provided by SPED department.	Dept. Chair Tammy Edwards	<p>SPED (special education) Dept. Chair will review national, state, and district averages.</p> <p>SPED Dept. Chair and Administrator will compare/analyze data.</p> <p>SPED Dept. Chair and Case Managers will conduct student case audits to identify student that do not show an educational need for SPED services.</p> <p>SPED Dept. Chair, Case Managers, LSSP, and Administrator will hold ARDs as appropriate to consider dismissal from SPED services.</p>	Increase in number of students being dismissed from SPED services due to ineligibility.
	b. Continue developing and implementing new Child Study System.	AP Bill Flynn, Counselor Shanley McLaughlin, Counselor Julia Romero, Counselor Teresa Holcombe	Continue utilization of TIER II interventions to meet needs of students prior to referring for special education testing	Decrease in number of students referred for special education assessment

Performance Objective:#3 Closing the Achievement Gap				
Applicable Strategic Plan Goal(s): 2				
Reduce the number of African American students identified for special education by 10%.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. Review campus level data on SPED representation provided by SPED department.	SPED Dept. Chair Tammy Edwards	<p>SPED Dept. Chair will review national, state, and district averages.</p> <p>SPED Dept. Chair and Administrator will</p>	Increase in number of African American students being dismissed from SPED services due to ineligibility.

			<p>compare/analyze data to identify any over-representation.</p> <p>SPED Dept. Chair and Case Managers will conduct student case audits to identify students that do not show an educational need for SPED services.</p> <p>SPED Dept. Chair, Case Managers, LSSP (<i>Licensed Specialist in School Psychology</i>), and Administrator will hold ARDs (<i>Admission, Review, and Dismissal meetings</i>) as appropriate to consider dismissal from SPED services.</p>	
	b. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based Austin ISD model.	AP Bill Flynn (<i>Assistant Principal = AP</i>), Felipe Trimino (DIS), Monica Jean (DIS), Veronica Casey (DIS) (<i>DIS: Drop-out Intervention Specialists</i>)	<p>Provide training to teachers and staff regarding effective implementation of Tier II interventions.</p> <p>Widen ranges of services available to students and families.</p>	<p>Training documentation on Tier II Interventions.</p> <p>New services identified for referral to families.</p>
	c. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	AP Ryan Hopkins, AP Larry De La Cruz	<p>Provide whole campus PD (<i>professional development</i>) on implementation of PBIS (<i>Positive Behavior Support in Schools</i>).</p> <p>Provide individualized PD on implementation of PBIS.</p> <p>Training for core team of PBIS members to lead in initiative.</p>	Reduction in referrals submitted by 10 % in the first year—formative progress disseminated weekly in Principal’s newsletter.

Performance Objective:#4 Reduce Discretionary Removals				
Applicable Strategic Plan Goal(s): 3				
Reduce the rate of special education students in discretionary DAEP (<i>disciplinary alternative education program</i>) settings by 10%.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AUSTIN ISD model.	SPED Chair Dept. Chair Tammy Edwards, AP Ryan Hopkins	Case Managers/SPED teachers will work with general education to implement IEP and BIP (<i>Behavior Intervention Plan</i>) for SPED students, as well as working within the PBIS model.	Professional Development in utilization of CST (<i>Child Study Team</i>), Tier II interventions, and PBIS provided ongoing to Staff. Periodic reviews of comparative discipline data to evaluate effectiveness.
	b. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	AP Ryan Hopkins, PBIS Core Team	Provide whole campus PD on implementation of PBIS. Provide individualized PD on implementation of PBIS. Training for core team of PBIS members to lead in initiative.	Professional Development in utilization of CST, TIER II interventions, and PBIS provided Ongoing to Staff. Periodic reviews of comparative discipline data to evaluate effectiveness.
	c. Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: <ul style="list-style-type: none"> • Conflict management • Reflection journals • Self regulation (setting reasonable goals, reflect on prior experience, derive a plan, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes) • How to maintain academic rigor while reducing behaviors that disrupt the learning environment. 	AP Ryan Hopkins, PBIS Core Team	Provide whole campus PD on implementation of PBIS. Provide individualized PD on implementation of PBIS. Training for core team of PBIS members to lead in initiative.	Professional Development in utilization of CST, Tier II interventions, and PBIS provided ongoing to Staff. Periodic reviews of comparative discipline data to evaluate effectiveness.

	d. Implement the campus Learning Support Center to support students who would otherwise be removed for discretionary reasons.	Dept. Chair Tammy Edwards, AP Ryan Hopkins	<p>SPED Dept. Chair will adjust SPED TA (Teaching Assistant) schedule to provide for SPED monitoring of Learning Support Center in order to help SPED successful transition back into classes.</p> <p>CST (<i>Child Study Team</i>) and case managers will identify SPED students with repeated disciplinary referrals and report this information to SPED Dept. Chair.</p> <p>SPED Dept. Chair and Case Managers will work with students receiving multiple referrals; behavior specialist referrals and problem solving ARDs will be held as appropriate.</p>	<p>Periodic reviews of comparative discipline data to evaluate effectiveness.</p> <p>Formative assessment—walkthroughs performed consistently and evaluative feedback provided.</p>
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<p>Performance Objective:#5 Closing the Achievement Gap Applicable Strategic Plan Goal(s): 3 Reduce the rate of special education (SPED) students in discretionary ISS (<i>in-school suspension</i>) settings by 10%.</p>				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AUSTIN ISD model.	Dept. Chair Tammy Edwards	Case Managers/SPED teachers will work with general education to implement IEP and BIP for SPED students, as well as working within the PBIS model.	Decrease in students participating in discretionary ISS (<i>In-School Suspension</i>) settings—comparison data reviewed each six-weeks.
	b. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	AP Ryan Hopkins, AP Larry De La Cruz	<p>Provide whole campus PD on implementation of PBIS.</p> <p>Provide individualized PD on implementation of PBIS.</p> <p>Training for core team of PBIS members to lead in initiative.</p>	<p>Evaluative measures from participants of PD.</p> <p>Decrease in students participating in discretionary ISS settings—comparison data reviewed each six-weeks.</p>
	c. Provide PD for general and	Dept. Chair Tammy	Staff will receive whole campus	Evaluative measures from

	<p>special education staff in the following areas to promote integration of executive functioning and social skills into instruction:</p> <ul style="list-style-type: none"> • Conflict management • Reflection journals • Self regulation (setting reasonable goals, reflect on prior experience, derive a plan, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes) • How to maintain academic rigor while reducing behaviors 	Edwards, AP Ryan Hopkins	training and individualized training on implementation of PBIS.	<p>participants of PD.</p> <p>Decrease in students participating in discretionary ISS settings—comparison data reviewed each six-weeks.</p>
	d. Implement the campus Learning Support Center to support students who would otherwise be removed for discretionary reasons.	Dept. Chair Tammy Edwards, AP Ryan Hopkins, AP Bill Flynn	<p>SPED Dept. Chair will adjust SPED TA schedule to provide for SPED monitoring of Learning Support Center in order to help SPED successful transition back into classes.</p> <p>CST and case managers will identify SPED students with repeated disciplinary referrals and report this information to SPED Dept. Chair.</p> <p>SPED Dept. Chair and Case Managers will work with students receiving multiple referrals; behavior specialist referrals and problem solving ARDs will be done as appropriate.</p>	<p>Documentation in CST system of interventions while enrolled in Learning Support Center.</p> <p>Plans for transition developed upon completion of program—evaluation of program success conducted.</p> <p>Reviews to determine level of students provided services in alignment with IEP (<i>individual education plan</i>) needs while participating in Learning Support Center.</p>

Performance Objective:#6 Closing the Achievement Gap				
Applicable Strategic Plan Goal(s): 3				
Reduce the rate of special education students in discretionary OSS settings by 10%.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. Continue to train and implement	Dept. Chair Tammy	Case Managers/SPED teachers	

	strategic Tier II interventions, including effective progress monitoring tools using research based AUSTIN ISD model.	Edwards, AP Ryan Hopkins	will work with general education to implement IEP and BIP for SPED students, as well as working within the PBIS model.	
	b. Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment.	AP Ryan Hopkins, AP Larry De La Cruz	Provide whole campus PD on implementation of PBIS. Provide individualized PD on implementation of PBIS. Training for core team of PBIS members to lead in initiative.	Evaluative measures from participants of PD. Decrease in students participating in discretionary ISS settings—comparison data reviewed each six-weeks.
	c. Implement the campus Learning Support Center to support students who would otherwise be removed for discretionary reasons.	Dept. Chair Tammy Edwards, AP Ryan Hopkins	SPED Dept. Chair will adjust SPED TA schedule to provide for SPED monitoring of Learning Support Center in order to help SPED successful transition back into classes. CST and/or case managers will identify SPED students with repeated disciplinary referrals and report this information to SPED Dept. Chair. SPED Dept. Chair and Case Managers will work with students receiving multiple referrals; behavior specialist referrals and problem solving ARDs will be done as appropriate.	

Performance Objective:#7 Closing the Achievement Gap				
Applicable Strategic Plan Goal(s): 1,2				
60% of special education students will be served in the general education population setting 80% of the day or more.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. Review student and campus data provided by SPED department on LRE (<i>least restrictive environment</i>) for targeting reviews of individual	Dept. Chair Tammy Edwards	Dept. Chair will conduct case audit to collect and analyze data on the instructional placement of SPED students.	Review of instructional arrangement data for SPED students.

	placement decisions and staffing decisions.		<p>Dept. Chair and Case Managers will conduct case audits on students who are not being served in the general education population setting 80% of the day or more to identify students that may benefit from more time in the general education population.</p> <p>Dept. Chair, Case Managers, and Administrator will hold ARDs to consider change of placement to a less restrictive general education environment.</p>	
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Performance Objective:#8 Closing the Achievement Gap				
Applicable Strategic Plan Goal(s): 1,4				
20% of special education students will take the regular STAAR test (<i>State of Texas Assessments of Academic Readiness</i>).				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. Campus administrator annually reports length of instructional day to SPED Coordinator – Data and Compliance.	AP Steve Covin, AP Ryan Hopkins	Review of Instructional time provided in master schedule.	Documents submitted to District Personnel.
	b. Continue to have campus counselors and SPED department chairs use forms developed in SY 10-11 verifying that student schedules are based on the IEP schedules of services.	Counselor Julia Romero Counselor Teresa Holcombe Counselor Shanley McLaughlin AP Steve Covin AP Ryan Hopkins Dept. Chair Tammy Edwards	Review alignment of student schedules with IEP's including schedule page and testing information.	Review alignment of student schedules with IEP's including schedule page and testing information.
	c. SPED case managers will distribute relevant portions of the IEPs electronically to instructional and support providers by the first day of each semester, or within one day after the finalization of annual ARD meeting or other ARD meetings where changes were	Dept. Chair Tammy Edwards Case Managers AP Ryan Hopkins	<p>Relevant documents provided to teachers in mass at start of semester.</p> <p>Case manager provides updated documents to teachers after ARD meeting.</p>	Teachers are able to produce documents for their students.

	made.			
	d. SPED case managers will obtain electronic receipts of recipients of this distribution within one week of distribution.	Case Managers Dept. Chair Tammy Edwards AP Ryan Hopkins	Procedures identified and implemented.	Case Managers maintain electronic documentation records.
	e. Campus administrator responds to survey identifying the documentation system specific to that campus to ensure IEP distribution.	AP Ryan Hopkins	Open up survey and ensure 100% participation.	Survey submitted.
	f. For SPED students living in Residential Facilities (to include shelters, therapeutic foster homes, group homes, etc): <ul style="list-style-type: none"> • Campus administrators and SPED case managers review rules and regulations regarding commensurate school day – <ul style="list-style-type: none"> ▪ Making individualized student-based decisions concerning length. ▪ When case manager receives documentation recommending shortened school day, ARDs will be held to consider the justification being presented in the document and to develop benchmarks to be used to review student progress. • Each grading period, review benchmarks developed in ARD of Residential Facilities (RF) student to consider increasing the student's length of school day and schedule ARD committee meetings as appropriate. 	Dept. Chair Tammy Edwards	Hold SPED department professional development on RF (<i>Residential Facilities</i>) regulations (f,g). Conduct ARDs in accordance with regulation guidelines and individual student needs and notify stakeholder of any changes/updates. Case Managers will maintain progress monitoring chart at calendar dates, the first week following a grading period.	Meeting minutes. Review of student IEP/ARD summaries. Monitoring chart documentation.
	g. After attending AUSTIN ISD SPED Department Chair training, SPED department provides to campus			

	SPED teachers an annual review of the procedures for determining the need for assigning surrogate parents for SPED students living in Residential Facilities (to include shelters, therapeutic foster homes, group homes, etc). These students would be referred to as RF students.			
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Performance Objective: #9 Closing the Achievement Gap				
Applicable Strategic Plan Goal(s): 3				
75% of special education students will graduate with their 2013 cohort.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. Conduct AAR (<i>Academic Achievement Record</i>) reviews for all 2013 cohort SWD (<i>Students with Disabilities</i>) September 2012; conference with each student to identify needs, develop plan, and set expectation for what needs to be done to meet the graduation requirements; schedule mini attendance, credit accrual reviews each grading period with students.	Counselor Teresa Holcombe, Counselor Julia Romero, Counselor Shanley McLaughlin	Review Credit Checks Completed. Reviews of student progress completed after grading periods.	Evidence of complete credit checks done for every student. Review of student schedules to determine appropriate schedules for graduation.
	b. For all other cohort year graduates: Schedule AAR reviews with each student fall of 2012; identify goals, needs, develop plan and set expectations for what needs to be done to meet graduation requirements on target with cohort; review at annual ARD and update plan as needed.	Counselor Teresa Holcombe, Counselor Julia Romero, Counselor Shanley McLaughlin, Dept. Chair Tammy Edwards	Review Credit Checks Completed. Reviews of student progress completed after grading periods.	Evidence of complete credit checks done for every student. Review of student schedules to determine appropriate schedules for graduation.
	c. For STAAR/TAKS remediation, offer:	AP Steve Covin, AP Ryan Hopkins	Schedules for remediation activities outside of school day	Review of sign-in sheets for participation counts in activities

	<ul style="list-style-type: none"> • Saturday STAAR/TAKS remediation classes • STAAR/TAKS classes for students failing STAAR/TAKS for Science, Reading/LA, and Math • ELL SSI (<i>Student Success Initiative</i>) summer school • In-district charter high schools for students who have already dropped out • Credit recovery through DELTA (<i>Diversified Education Through Leadership, Technology, Academics</i>) for students with reading levels at or above 8th grade • Credit recovery for SPED students with reading levels below 8th grade through Odyssey 		<p>developed and communicated to students/families.</p> <p>Specialized classes developed and students placed based on need for remediation.</p> <p>Student placed into appropriate settings for credit recovery in and out of the school day.</p>	<p>for remediation outside of school day.</p> <p>Review of student schedules to determine appropriate placement into TAKS/EOC (<i>end-of-course</i>) preparation classes.</p> <p>Review of participation counts in credit recovery programs.</p>
	d. For ELLs, LUCHA (Language Learners at UT Center for Hispanic Achievement) will obtain and/or analyze transcript to grant credits.	Registrar Mary Ray Teacher Rebecca Herman AP Marvelia De La Rosa	Administrator will conduct periodic review with registrar and lead ESL teacher on progress.	Every student coming from a foreign country will be asked to provide transcript from previous school to ensure all possible credits are granted.
	e. For Middle Schools and High Schools, conduct parent meetings for all students as part of development and review of Graduation Plans.	Counselors AP Steve Covin	Counselors complete graduation plans for enrolled students. Graduation plans communicated and explained to parents of students.	Administrator conducts regular meetings with counseling staff including discussion of action plan (on agendas).
	f. Offer to provide College Attendance Parents' Workshop for ELLs in Spanish and English.	Lauren Fuchs, Project Advance Leader; Janis Snow, College & Career Counselor	Parents and Students will be notified of regular ongoing College Informational Sessions.	Data collected on participation of each program and saved in the V: Drive.
	g. For Credit Recovery, offer: <ul style="list-style-type: none"> • Saturday School for recovery of missing classroom hours 	AP Marvelia De La Rosa AP Bill Flynn Dept. Chair Tammy Edwards AP Ryan Hopkins	Identify students in need of specific credit recovery program. Consistent monitoring of	Data collected on participation of each program and saved in the V: Drive.

	<ul style="list-style-type: none"> • Summer School credit recovery • Evening – Twilight School • Credit recovery through DELTA for students with reading levels at or above 8th grade • Credit recovery for SPED students with reading levels below 8th grade through Odyssey • For ELLs, LUCHA (<i>Language Learners at UT Center for Hispanic Achievement</i>) will obtain and/or analyze transcript to grant credits • In-district charter high schools for students who have already dropped out 	<p>AP Steve Covin Teacher Rebecca Herman Counselor Julia Romero</p>	<p>progress.</p> <p>Timely processing of credit recovery and provide acknowledgement of students who continue to improve levels of success.</p>	<p>Continuous formative reviews of student progress towards graduation.</p>
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Performance Objective:#10 Closing The Achievement Gap
 Applicable Strategic Plan Goal(s): 1, 2, 4
 Increase by 20% ELLs who meet passing standard on science STAAR/EOC.

Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. (ES/MS/HS) Ensure teachers are attending professional development trainings that support linguistic and content advancement of ELLs i.e., ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy	Principal Kathy Ryan AP Marvelia De La Rosa AP Steve Covin Teacher Rebecca Herman Reading Interventionists Joseph Kanke Martha Burnett	Ensure master schedule includes Tiered reading classes and students are scheduled appropriately. The first three years a new comer is in the country and demonstrates need, they are placed in small group classes at one of the appropriate levels: beginner, intermediate, or advanced. Provide ESL reading support classes for students new to the country. ESL students who demonstrate appropriate need are placed in a reading support class, even if they are no longer listed as a new comer. Campus wide literacy push implemented across all content areas. Texas Literacy Initiative PD will be provided for all English teachers. Campus and District led PD on increasing literacy across contents.	Review of master schedule Ongoing formative assessment embedded within the reading intervention model implemented. Administrative walkthroughs conducted daily with feedback to teacher. Consistent evaluation of professional development activities.
	b. (ES/MS/HS) Analyze and monitor data (i.e. TELPAS, district benchmarks and other assessments) to inform on meeting the needs of ELLs for	AP Marvelia De La Rosa AP Steve Covin Teacher Rebecca Herman Joseph Kanke ESL Teachers	Review of applicable data and feedback provided to classroom instructors to ensure appropriate instruction.	Administrative Walkthroughs Formative classroom assessments.

	instruction and accommodations			
	c. (ES/MS/HS) Require that teachers scaffold science content to address linguistic differentiation among ELLs	AP Marvelia De La Rosa Medina Willis Anne Provinzino	Weekly meeting with admin and PLC (<i>Professional Learning Community</i>) leaders to discuss implementation of scaffolding strategies and professional development needs.	PLC Meeting Agenda's Administrative Walkthroughs Classroom Learning Walks Lesson plans with Linguistic Differentiations
	d. (ES/MS/HS) Conduct collaborative planning sessions that ensure pace and scope of curriculum is consistent with the Bilingual/ESL and regular classrooms	Principal Kathy Ryan Joseph Kanke AP Steve Covin	Ensuring Sheltered ESOL class teachers meet regularly with Regular English PLCs Campus based and District based PD for pacing and sequencing instruction.	PLC Meeting Agenda's
	e. (ES/MS/HS) Continue to provide tutorials for ELLs ensuring linguistic accommodations are provided	Teacher Rebecca Herman AP Marvelia De La Rosa Pam Ruiz	Implementation of Extended Learning Model from the TTIPS (<i>Texas Title One Priority Schools</i>) Grant Extended hour targeted tutoring for students who meet participation requirements for STAAR-L.	Data collected on participation of each tutoring program and saved in the V: Drive.
	f. (ES/MS/HS) Continue to use CRMs for instruction	Administrative Teams PLC Leaders	Calendar Unit Plans developed and posted on V:Drive	PLC Meeting Agenda Minutes SCA (short cycle-assessment) Data
	g. (ES/MS/HS) Continue the implementation of Every Day Counts	Felipe Trimino Monica Jean Veronica Casey (<i>Drop-out Intervention Specialists</i>)	Promote Culture by emphasizing importance of daily attendance in alignment with Every Day Counts Initiative. Dropout Specialists review attendance data and meet regularly with parents, students, and staff.	Formative Assessment of Attendance %.
	h. (ES/MS/HS) Ensure that teachers attend and address the needs of Newcomer Immigrant/Refugees professional development	AP Marvelia De La Rosa, LPAC Chair	Partner with Refugee Student Services Peggy Robinson to offer training.	Teacher sign-in sheets.

		Rebecca Herman, ESL teacher	ELPS-LIAG staff training. (<i>English Language Proficiency Standards – Linguistic Instructional Alignment Guide</i>)	Increased use of linguistic accommodations for instruction, as measured by administrator classroom visits and observed feedback.
		Mickey Shanahan, ESL teacher	After-school tutoring targeting language and core academic needs of refugee students.	Student sign-in sheets.

Performance Objective:#11 Closing the Achievement Gap				
Applicable Strategic Plan Goal(s): 3, 4				
Increase by 5% of ELLs who graduate within four years.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. (HS) Conduct efforts to provide credit recovery to ELL (<i>English Language Learner</i>) students, i.e. Saturday School, summer school, Twilight School	AP Marvelia De La Rosa AP Bill Flynn Dept. Chair Tammy Edwards AP Ryan Hopkins AP Steve Covin Teacher Rebecca Herman Counselor Julia Romero AP Larry De La Cruz Raquel Orozco, Twilight school Drop-out Specialist	Identify students in need of specific credit recovery program. Consistent monitoring of progress. Timely processing of credit recovery and providing acknowledgement of students who continue to improve levels of success.	Data collected on participation of each program and saved in the V: Drive. Continuous formative reviews of student progress towards graduation.
	b. (HS) Review student on track indicator to graduation for ELL and Sped/ELLs secondary students	Dept. Chair Tammy Edwards Counselor Julia Romero Counselor Teresa Holcombe Counselor Shanley McLaughlin AP Steve Covin AP Larry De La Cruz	Development of Graduation Plans and IEP's	Graduation Plans and IEP's completed

Performance Objective:#12 College Readiness Applicable Strategic Plan Goal(s): 3 100% of ARDs will include measurable postsecondary transition goals.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. Continue to implement the system of training, monitoring, feedback, correction, and recognition that ensures that students aged 16 and above have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.	Dept. Chair Tammy Edwards	Training on development of appropriate development of post-secondary transition plans.	Review of ARD paperwork.

Performance Objective:#13 College and Career Readiness Applicable Strategic Plan Goal(s): 3, 4 Reduce by 20% ELLs (<i>English Language Learners</i>) who dropout to ensure that the ELL dropout rate is less than 2% of ELL student population on the campus.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. (MS/HS) Counselors use ELL Academic Plan to recommend course options when meeting with each ELL individually	Counselors AP Steve Covin	Counselors complete Academic plans for enrolled students. Academic plans communicated and explained to students.	Administrator conducts regular meetings with counseling staff including discussion of action plan. (on agendas)
	b. (ES/MS/HS) Identify ELLs who require STAAR/EOC remediation and/or accelerated instruction and provide planned interventions	AP Steve Covin	Review of Assessment Data Placement of students in accelerated courses as appropriate.	Review of Master Schedule
	c. AimTruancy Solutions	AP Steve Covin	Identify students with a high frequency of absences. Interview these students and their parents; sign up students to participate in these programs; goal: up to 100 students should	Computer search based on last spring semester attendance, to start the year. Then add students who are consistently absent. Reports from the AimTruancy representative, as results

			participate.	become available; monthly reports on number of participants.
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Performance Objective:#14 College and Career Readiness				
Applicable Strategic Plan Goal(s): 3, 4				
Increase by 10% 11th and 12th ELLs who are on the Recommended High School Program or Distinguished Achievement Program diploma.				
Status	Improvement Strategy	Lead Person(s)	Key Implementation Steps	Implementation Evidence
	a. (HS) Conduct parent meetings to review Graduation Plans for secondary	Counselors AP Steve Covin	Counselors complete graduation plans for enrolled students. Graduation plans communicated and explained to parents of students.	Administrator conducts regular meetings with counseling staff including discussion of action plan. (on agendas)
	b. (HS) Provide college attendance workshops for ELL parents in both Spanish and English at the secondary level	Lauren Fuchs, Project Advance Leader; Janis Snow, College & Career Counselor	Parents and Students will be notified of regular ongoing College Informational Sessions.	Data collected on participation of each program and saved in the V: Drive.
	c. (HS) Review graduation plans of Sped/ELL secondary students	Dept. Chair Tammy Edwards Counselor Julia Romero Counselor Teresa Holcombe Counselor Shanley McLaughlin	Development of Graduation Plans and IEP's	Graduation Plans and IEP's completed

Performance Objective:#15 Student Performance Applicable Strategic Plan Goal(s): 3, 4 We will achieve 91% attendance in order to increase student performance, reduce achievement gaps, and prepare students for post-secondary life.				
Status	Strategies	Lead Person	Implementation Steps	Monitoring Check Points
	a. Develop community and parent outreach programs to increase the community's and students' expectations for current and future academic achievement.	Administrators, Raquel Rodriquez (Parent Specialist), House Graduation Specialists	Create letter to inform parents of the legal, credit and grade costs of non-attendance. Call out on automated phone system. Set up attendance/ grade table at school events with high parent attendance. When parents call or stop by, show student's current attendance and grades.	Letter is on file in the CIP binder. Report on file in CIP binder. Parent sign-in log on file in CIP binder.
	b. Revamp protocols for student enrollment, drop, and withdrawal.	AP Steve Covin	Develop and implement a program for parents as part of re-enrollment process	Program is on file in CIP binder.
	c. Develop and implement a process to reduce tardies.	Assistant Principals	Every three tardies add a make-up hour to attendance committee credit requests. Attendance committee meets in houses; students who have lost credit will be called in.	Schedule and attendance log on file with House. Post conference reports on file with Registrar.
	d. Improve timely tracking of students leaving Lanier.	PEIMS Clerk Diane Arellano, Dropout Intervention Specialist Norma Martin	Check phone number at time of withdrawal to ensure it is current and valid. Follow up on all students	Information to be recorded in communication log in SASI.

			who withdraw within 10 days of their last day.	
	e. Increase 4 year graduation rate.	Principal Kathy Ryan	See attendance plan. Advisors will complete tasks in advisory period (credit checks, study days, etc.) so students can remain on track. Better utilize Delta for credit recovery.	Minutes and agendas on file with Houses. Number of students earning credits each semester.

Performance Objective:#16 Accountability Applicable Strategic Plan Goal(s): 1, 4 Students will be successful on State Exams				
Status	Strategies	Lead Person	Implementation Steps	Monitoring Check Points
	a. Teachers will know the level of need for each of their students and be able to identify specific objectives students need help with early to monitor their progress throughout the year.	Administrators, Teachers	Continue data tracking system. Train all teachers to use data tracking system. Provide data by house. Student Plans will be made for each student who is not on target to be successful (to include targeted tutoring, schedule adjustment, etc.). Create system for teachers to monitor student progress. Have students analyze and monitor their level of need	Agenda and Sign-In for core trainers. Agenda and Sign-in for Campus-wide training. By the end of the third week of school, AP's have discussed data with Houses and Depts.(Agendas) House/Depts. will keep plans on file. Forms created. After each major assessment, students will track their progress.

			in core classes.	
	b. Implement High Dosage Tutoring at a 2-4 to 1 ratio (Part of the TTIPS grant) with all 9 th graders.	Administrators, Grant Coordinator Pamela Ruiz, Teachers	<p>Hire tutors/contract out with a service provider Schedule tutors into classes.</p> <p>Setup tutoring areas Divide students into groups of 2 to 4 based on areas of need.</p> <p>Track student progress Survey Students, teachers and Parents with regards to their idea of the success of the High Dosage Tutoring.</p>	<p>Walk-throughs of Algebra classes and tutoring sessions.</p> <p>Review Data Tracking Charts.</p> <p>Review SCA (Short cycle Assessment) results Review Benchmark Results.</p> <p>Review EOC results</p> <p>Review Student and Teacher Surveys</p>
	c. Continue PLC (<i>Professional Learning Community</i>) meetings to plan for and evaluate learning.	Administrators and PLC leaders	<p>Establish norms for PLC, create plan for PLC time usage.</p> <p>Meet with all PLC Leaders for article studies and establish acceptable activities during PLC time.</p> <p>Verify alignment of the new common assessments to TAKS and EOC.</p> <p>Planning to incorporate QTEL into curriculum.</p> <p>(WestEd's Quality Teaching for English Learners (QTEL) program)</p>	<p>Finalize norms at the first PLC meeting (agenda).</p> <p>The PLC will verify alignment before each unit of study begins (agendas).</p> <p>Weekly – (PLC agendas).</p>
	d. Create an accelerated algebra 1 and biology class for first semester	AP Bill Flynn, AP Steve Covin	Obtain funding, set schedules, and identify students.	Report showing sections created on file in CIP binder.
	e. Elective teachers support and reinforce	Department Heads	Math and science	Summary of findings

	math and science concepts.		<p>department heads provide elective department heads with a problem bank.</p> <p>Each elective teacher will present one math and one science problem each week.</p>	developed from walkthrough visits kept on file in CIP binder.
	f. Set expectations for students being on grade level	Principal Katherine Ryan	<p>Provide professional development regarding recognized requirements, and show teachers how close we were.</p> <p>Identify students needed to get 80% and identify highest need of those 80%.</p> <p>Create criteria for monitoring 80%. Train teachers on expectations for supporting those 80% (core and elective).</p> <p>Every meeting begins with goals for reaching Recognized Status.</p> <p>Admin meets with each class of students to explain and set the expectation of being Recognized.</p>	<p>Beginning of the year Professional Development (agenda and sign-in).</p> <p>Beginning of the year Data analysis.</p> <p>Create and revisit tracking system at least once each six weeks.</p> <p>Late Start agendas and PLC meetings.</p> <p>Agendas for all meetings.</p> <p>Schedule for visiting all classes within the first two weeks of school, again at second semester.</p>
Performance Objective:#17 Increase Parent Involvement Applicable Strategic Plan Goal(s): 2, 3				
Status	Strategies	Lead Person	Implementation Steps	Monitoring Check Points
	a. Convert half time parent support specialist to a full-time position.	Principal Kathy Ryan	Allocate funding	BTO (<i>Basic Table of Operations; budget</i>)

			Interview	
			Hire	
	b. Begin Family Fun Nights	Grant Coordinator Pamela Ruiz	Establish calendar of events Complete Budget Advertise	Monthly agendas Monthly Sign Ins Parent Surveys
	c. Continue with parent education classes	Parent Specialist Raquel Rodriguez	Survey parents for needs Establish calendar of classes Advertise Line up specialists	Surveys Calendar Sign Ins
	d. Provide Communication to parents in a language they understand	Parent Specialist Raquel Rodriguez	Translate	Samples of Communications Translation Services Examples: documents, phone calls, face-to-face communication and meetings.

Performance Objective:#18 Instructional Excellence Applicable Strategic Plan Goal(s):1, 4 All teachers will be provided with tools for improving classroom instruction.				
Strategic Plan Goal Alignment: Goal 1: All students will perform at or above grade level. Goal 4: All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.				
Status	Strategies	Lead Person	Implementation Steps	Monitoring Check Points
	a. Utilize a single instrument to conduct Walkthrough observations. During observations/evaluations use common language between administrators. (Maintaining QTEL focus)	Administrative Team, QTEL Instructional Specialists	<p>The house leaders and AP's will present the WT instrument and the procedure for how observations will be conducted during the first house meeting.</p> <p>Schedule of walkthroughs will be created ensuring that each teacher is visited once every four weeks.</p>	Copy of instrument kept on file with CIP binder.
	b. Provide, through REACH grant, mentors for all teachers in their first three years of teaching	Miryam Uvilla-Casas, Mentor	<p>Assign mentors</p> <p>Set up calendar of PD for teachers</p> <p>Mentors visit and work with teachers regularly</p>	<p>Calendars</p> <p>Agendas</p> <p>Sign-ins</p> <p>Surveys</p>
	c. Provide coaching for teachers desiring to improve their effectiveness	Principal Principal Kathy Ryan	<p>Work master schedule to free up Master teachers.</p> <p>Train teachers as coaches</p> <p>Set up calendar of teachers to be coached</p>	<p>Calendars</p> <p>Agendas</p> <p>Surveys</p>

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 (if not applicable, indicate "N/A" under Use and "\$0" under Amount):

Program/Service	Source	Use	Amount
After-School Tutorials	BTO ¹ supplement/AFL ²	To staff After-School Tutorials	\$22,301.00
Ninth Grade Services	BTO ¹ supplement	To staff Ninth Grade Services	\$5,935.00
Lanier Tutoring	BTO ¹ /AFL ²	To staff saturday school, including TAKs and EOC tutoring.	\$18,847.00
DELTA	BTO ¹	To staff the DELTA lab during the school year and for extra hours on Saturday and in the summer	\$179,396.00
AVID	BTO ¹		\$57,731.00
Parent Support Specialist	AFL ²	Fund half a parent support specialist	\$17,352.00
		Lanier Subtotal	\$301,562.00
Immigrant Supplies & Materials	BTO ¹	Reading materials, Computer equipment, and General Supplies	\$4,710.00
Immigrant Other Operating Cost	BTO ¹	Food/Refreshments	\$1000.00
Immigrant Payroll Cost	BTO ¹	Professional Salary, FICA, Health/Life Ins, Wk;s Comp, Teacher retirement	\$67,441.00
Immigrant Supplies & Materials for Staff Development	BTO ¹	Reading materials, Computer equipment, and General Supplies for staff members staff development.	\$7,965.00
Immigrant Payroll Cost	BTO ¹	Overtime, Hourly, Support salary, FICA, Health/Life Ins, Wk's Comp,	\$52,661.00

Program/Service	Source	Use	Amount
		Teacher Retirement	
+Immigrant Purchase & Contract Services	BTO ¹	Copier Rental and Reproduction Cost	\$5,800.00
Immigrant Supplies & Materials	BTO ¹	Computer Software & General Supplies	\$10,340.00
Immigrant Payroll Cost (Admin)	BTO ¹	Administrative Pay including: Overtime, Hourly salary, FICA, Wk's Comp, Teacher Retirement	\$74,919.00
Immigrant Other Operating Cost	BTO ¹	Employee Travel	\$4,465.00
		District Immigrant Subtotal	\$229,301.00
		TOTAL	\$530,863.00

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.

¹Basic Table of Organization

²Account for Learning

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):

x	Work with staffing coordinator, identify staff not meeting HQ standards
x	Notify staff of deficit area(s)
x	Agree with staff on appropriate ways to meet the standard
x	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):

	Offer early-bird signing bonuses to teachers at Title I campuses
	Provide bilingual and special education stipends
x	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):

x	Participate in district-sponsored job fairs
	Participate in recruiting trips
x	Provide mentors to first and second year teachers
x	Offer high-quality professional development
x	Provide leadership opportunities for teachers
x	Encourage participation in National Board program
x	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):

x	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	45
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	24-26
Instruction by highly qualified staff	30
High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	25-26
Strategies to attract highly qualified teachers to high-need schools	30
Strategies to increase parental involvement	26
Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	24
Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	20 24
Coordination and integration of federal, state, and local services and programs	32
Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	26

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

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

Components	Pages
CIP must be for two years	1
Strategies are based on scientifically based research that will strengthen the core academic subjects at the campus	24-26
Plan addresses the specific academic issues that caused the campus to not meet AYP	9-22
Details of how the campus will spend not less than 10% of Title I, Part A campus allocation for providing teachers and the principal high-quality professional development that: directly addresses the academic achievement problem that caused the campus to not meet AYP; meets the requirements for of high-quality professional development under Section 1119; and is provided in a manner that affords increased opportunity for participating in that professional development	33-44
Establishes specific annual, measurable objectives for continuous and substantial progress by each NCLB group of students to meet state's standards by 2013-2014	online
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)	26
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	26-27
Incorporates, as appropriate, activities before school, after school, during the summer, and during any extension of the school year	9-22
Incorporates a teacher mentoring program	28

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

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

Type of Expenditure	How will Expenditure Improve Student Performance?		Amount of Expenditure	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
Personnel				
Academy Director (1)	student performance on state assessments are below the district and state average, low percentage of students passing AP exams, rigor of instruction is low.	monitor classroom instruction for curriculum alignment and rigor; monitor student progress, monitor students' being on track to graduate in 4 years and also to increase post-secondary enrollment; Leading PLC meetings with core curriculum	97,702	Student achievement on State exams and AP exams will improve, student enrollment in advanced and Dual Credit courses will increase, as indicated through teacher evaluations conducted by admin on campus, rigor instruction will improve
Instructional Coach (.62)	TAKS scores, SCA's (short cycle-assessments) and feedback from teachers indicate there is a need for additional support for teachers with regards to content and pedagogy for the teaching of science	Coach will work with teachers to improve on lessons, delivery and rigor levels.	included below	Student achievement on state and local testing will improve, as well as passing rates.

Classroom teacher (3)	to be able to provide two additional teachers to support the structure of Smaller Learning Communities in an effort to improve graduation rates. Three additional positions during second semester to provide additional support in a pull-out program.	Provide additional support for students where data indicates they need additional help.	192,650	Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan
Misc. Contracted Services	Improve the level of college readiness in the area of math	Teachers will work with UT to up the rigor of their lessons with students in Algebra 2 so that students are truly college ready	\$10,000.00	More students will be college ready in math, based on state testing and college entrance exams
Technology Support Spec. (1.0)	increase availability of and training for technology to students and staff	Utilize interactive technology in the classroom. PD on incorporated technology into the classroom using in-house knowledge to present use of technology.	\$44,128.00	Teachers will increase the use of interactive technology in their classrooms.
Drop-Out Intervention Specialist (1.0)	increase graduation and completion rates	reduce dropout rates	\$46,860.00	Increase the graduation rate to 70% or better; maintain completion rate of at least 85%
Substitute Pay for Teacher's Co-planning (211-11-6112-00-004-0-30-0-00), writing curriculum, evaluating student work			\$30,000.00	
			\$0.00	
Instructional Supplies, Materials, and Equipment				

Extra Duty	tutoring, training, planning	targeted tutoring will be provided for students who need additional support to be successful	\$25,000.00	Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan
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<p>General Supplies</p>	<p>provide additional instructional materials such as paper, pencils, pens, highlighters, charts, graph paper, calculators, post-its, folders, binders, composition notebooks, also including technology (SmartBoards, computers, ink cartridges for printers, printers, scanners, science equipment such as gloves, aprons, beakers, test tubes, bottles, racks to store chemicals, instruction DVDs, stop watches, consumables for lab experiences, specimen samples, and preserved organisms for dissecting, updated maps and atlases, supplemental reading sources for all content areas, whiteboards, etc.) for curriculum delivery. Also to pay for phones to set up in the call center to help with attendance rates</p>	<p>All Campus Goals and Strategies</p>	<p>\$83,262.00</p>	<p>Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan; Attendance Rate will increase to 90%; Lanier will reach Recognized Status</p>
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Technology	Computers for student use in labs and in classrooms, Additionally, computers for teachers and or administrators to use to monitor student success, complete data analysis of student progress and to work on improving teacher quality in the classroom.	Students will present information learned via technology.	\$15,000.00	Student to Computer ratio will decrease to 4:1.
Refreshments	for working lunches that cover instructional strategies, graduation rate, post-secondary education topics	Staff development will be provided in the areas of Integrating technology, increasing rigor in the classroom and scaffolding lessons	\$3,500.00	more rigorous lessons will be planned; students will be better monitored so school goals will be met
Misc. Contracted Services	Contracted service to provide extra tutoring for advance courses/SAT and ACT prep	increase the level of students who are college ready	\$10,000.00	more students will qualify for on level college courses and score college ready on appropriate assessments
Reproduction/Printing	professional print TAKS Blitz booklets, advisory tracking folders, etc.		\$1,000.00	
Reading Materials	provide for classroom libraries and books in the library	Increase Reading Levels of Students	\$6,000.00	all students will be on grade level for reading
Reading Materials (12)	provide for additional books for the library and magazine subscriptions	Increase Reading Levels of Students	\$5,500.00	all students will be on grade level for reading
Field Trips	provide opportunities for students to learn on-site, to deepen understanding of concepts taught in the classroom by exploring how those concepts play out in real life	Students will increase their interest in the core classes based on their field trip experience.	\$2,500.00	LHS students will reach campus goals in all content area classes.

Technology	software for subscriptions			
student travel			\$1,000.00	
General Supplies (12)	provide additional materials to highlight and promote reading		\$500.00	
Staff Training (Function 13)				
Substitutes		Teachers will plan in PLC's to increase rigor of lessons and to track and monitor student progress		Achievement Gaps will be reduced by 50%; 15% or more students will reach Commended Levels on the TAKS; 50% or more students will reach HERC standards in Math and 41% will reach it in Reading, 85% or more students will graduate on the Recommended or Distinguished Gradation Plan
extra duty	to pay for teachers to attend additional professional development/work on curriculum outside the normal school hours		\$12,000.00	
General Supplies	provide staff development supplies such as charts, markers, binders, post-its, index cards, paper	provide materials for teachers to promote their professional growth	\$800.00	Professional Development Cycles will have the resources needed
Travel and Registration	attend conferences highlighting strategies that are campus initiatives	teachers and staff will attend out of district training to support campus goals	\$8,000.00	Teachers who attend will conduct PD when they return
Misc. Contracted Services	to pay for professional development contract to support campus goals		\$7,626.00	
Reproduction Costs	to provide individual copies of PD materials for teachers		\$1,000.00	

Reading Materials	book studies on increasing rigor in classrooms, community involvement, engaging with students, teaching second language learners, technology in the classroom	teachers will increase their knowledge and repertoire of skills on how to reach campus goals	\$1,000.00	Teachers will engage in PD Discussions and implement ideas gained from the readings
Counseling Services (Function 31)				
General Supplies			\$800.00	
Travel and Registration			\$2,200.00	
Community Services (Function 61)				
Reproduction/Printing	informational material to be distributed to parents and community	Send newsletters and flyers to Parents notifying them of event at the school	\$1,800.00	Parental Involvement will increase by 20%
Reading Materials	for family center	provide families with information and resources on topics concerning their students	\$400.00	20% Increase in the number of Parents who visit the parent center
Technology	software to set up a school to community radio station to increase communication, computer to generate and hold the programming	Information will be broadcast to the community		
General Supplies such as paper, toner, pens, pencils, USB card printer, cards, ink, poster paper and postage	to support the Parent Center, meter for mail, send out calendars on cards, important phone numbers and dates of important events for parents to attend	Increase communication with parents and community members	\$4,000.00	Parental Involvement will increase by 20%
Travel and Registration	to attend Parent Support Training	Parent Specialist will attend training that will support reaching Campus Goals	\$1,500.00	Parental Involvement will increase by 20%
Refreshments	to provide for parents and community at meetings	Increase communication with and to gather input from parents and community members	\$2,500.00	Parental Involvement will increase by 20%

Extra Duty	to provide after hour services for parent meetings	increase attendance by parents	\$1,200.00	Parental Involvement will increase by 20%
Advertising School Events and Successes	to notify parents of special events, school news and school successes	Parents and community will be more informed of events at Lanier - creating a Lanier Radio Station	\$7,000.00	Parental Involvement will increase by 20%
Web-Page Design Consultant	to provide academic information to parents, calendars on events, advertise Family Algebra Night, etc.	Parents and community will be more informed of events at Lanier	\$8,000.00	Parental Involvement will increase by 20%
School administration (Function 23)				
Admin Extra Duty	to support summer school/extended day, ensure curriculum and proper student placement	provide summer offerings for students who need classes to graduate with their cohorts		Increase the graduation rate to 70% or better; maintain completion rate of at least 85%
Other Reading Materials	to support administration and their professional growth		\$800.00	
Administrative Reproduction	to notify parents of special events	keep parents informed of event	\$300.00	20% Increase in the number of Parents who participate in events and functions
General Supplies for Administrative tasks	paper, pens, pencils, folders, poster paper, ink	reach campus goals		All campus Goals will be met
Travel and Registration for conferences	to pay fees for administration to attend conferences with topics related to campus goals	admin will attend out of district training that support campus goals	\$4,000.00	Admin who attend will conduct PD when they return; Campus Goals will be met
Classified overtime	to support summer school/extended day	provide summer offerings for students who need classes to graduate with their cohorts	\$1,000.00	Increase the graduation rate to 70% or better; maintain completion rate of at least 85%
Salary Cushion			\$20,155.00	
Total (Must Match BTO Total)				
			\$660,683.00	

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		
<i>Personnel</i>				
			\$	
			\$	
			\$	
<i>Instructional Supplies, Materials, and Equipment</i>				
			\$	
			\$	
			\$	
<i>Professional Development/Staff Training</i>				
			\$	
			\$	
			\$	
<i>Community Services (Function 61)</i>				
			\$	
			\$	
			\$	
<i>Other Requests</i>				
			\$	
			\$	
			\$	
<i>TOTAL (Must Match BTO Total)</i>			\$	

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 taking 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 2.5 teacher units for the Pregnancy Related Services program.

APPENDIX I
Data Reviewed and Needs Assessment

DATA REVIEWED

A description of the types and sources of data reviewed in developing the Campus Improvement Plan.

State Assessment Results

AEIS Report

AP Results

Dual Credit Results

Surveys (Parents. Staff. Students)

NEEDS ASSESSMENT

Based on review of applicable data, the strategic areas of improvement for the campus in 2012-2013.

APPENDIX J
Academic Excellence Indicator System (AEIS) and Other Measures
for Needs Assessment and Target-Setting