

# **James Bowie High School**

**2014-2015**

## **Campus Improvement Plan**

**Austin Independent School District**



## CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	<input checked="" type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input type="checkbox"/>
• district-wide orientation session	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
• campus needs assessment	<input checked="" type="checkbox"/>
• campus objectives and strategies to address identified areas for improvement	<input checked="" type="checkbox"/>
• the approach to setting campus performance targets	<input checked="" type="checkbox"/>
• campus budget	<input checked="" type="checkbox"/>
The CAC was given an opportunity to review the complete draft CIP prior to submittal.	<input checked="" type="checkbox"/>
The CIP action plan component pertaining to campus professional development was approved by the CAC.	<input checked="" type="checkbox"/>

Approximate hours spent on CIP development	Hours
• By CAC and/or CAC subcommittees	2
• By campus administration and/or leadership team	4

**We confirm the above information as correct ...**

Position	Name	Date
Principal	Stephen Kane	
Co-Chair	Kevin Wood, Parent Co-Chair	
Co-Chair	Steve Wand, Faculty Co-Chair	



## **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 (CAC): SY 2014-15 Membership

Non-Voting Members	Name
Principal	<b>Stephen Kane</b>
Academy Director	<b>Susan Leos</b>

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 <sup>nd</sup> Tues):	First Tuesday
Time:	7:30 AM

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Kevin Wood	x					
Parent	Brian Crow			x			
Parent	Tracey Murphy						
Parent	Doug Jansen						
Parent	Bill Sheftall						
Parent	Leslie Suez						
Parent	Rene Ruiz						
Professional Staff Member	Steve Wand	x			x		
Professional Staff Member	Marita Jamison					x	
Professional Staff Member	Lila Welchel		x		x		
Professional Staff Member	Amy Suggs				x		
Professional Staff Member	Ann Marie Hutcheson				x		
Professional Staff Member	Nicholas Stamper				x		
Professional Staff Member	Nona May						Counselor
Professional Staff Member	Andrea Ramirez						School Improvement Fac.
Classified Staff Member	Julie Scoggin						
Student (If Applicable)	Sunyoung Lee, Senior Class Co-President						
Student (If Applicable)	Scott Mayo, Senior Class Co-President						

Student <i>(If Applicable)</i>	Powell Hinson, Student Council Co-President						
Student <i>(If Applicable)</i>	Eric Moe, Student Council Co-President						
Business Representative	Dean Goodnight						
Community Representative	Ray Grasshoff						

## CAMPUS NEEDS ASSESSMENT FOR 2014-2015

### CAMPUS NEEDS ASSESSMENT

**Data reviewed for needs assessment:** (Double-click next to box and select "checked". Check all that apply and add additional in list below.)

#### Performance and Accountability

- Performance on state assessments ☒
- TELPAS results ☒
- Primary Reading Assessment results ☒
- Accountability ratings (including safeguards missed) ☒
- Review of TAPR data ☒
- Special Education indicator reports (C-IEP) ☒
- Other performance related items ☒

#### Demographic Data

- Attendance ☒
- Discipline ☒

#### Surveys

- Teaching, Empowering, Leading and Learning (TELL) results ☒
- Student climate survey ☒
- Parent surveys ☒

**Other data reviewed for needs assessment:** (add bullets as necessary)

- **Results of Course-level, PLC-driven assessments as created by our various Bowie PLC teams**
- **Benchmark data**
- **AP results**
- **SAT/ACT results**

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

- 1) **EOC STAAR scores, including more students in all subgroups reaching satisfactory measure**
- 2) **More students reaching the "Advanced Measure" ratings in all EOC tests**
- 3) **SAT scores, especially in the light of the changing SAT test for the fall of 2015**
- 4) **AP Performance scores**
- 5) **Continue closing the performance gaps for all of our Bowie student populations**
- 6) **Continue supporting students so that attendance improves for individuals and for our overall campus**

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (Bowie Campus Goal) Increase JBHS attendance rate to 96.5% for all students.</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) Teachers will take an active role in contacting parents of students with attendance issues and communicating with administration as needed.	JBHS Teachers	Attendance data & resources as provided by the district or the community	Improved attendance rate	All strategies start immediately and as needed for student body at large as well as individual students	Ongoing
2) Teachers will stand at doors between classes to encourage timeliness and good attendance.	JBHS Teachers				
3) Administrators will conference with students and parents when students accrue excessive absences.	JBHS Administrators				
4) Administrators will follow the plan created to address students who have continued absenteeism.	JBHS Administrators				

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-2 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (Bowie Campus) Increase overall student performance in writing.</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<p>Provide professional development "Writing Across the Curriculum" that can support the various departments in their quest to help our students improve writing skills. Specific support will be given to the Math, Science, and Social Studies Departments.</p> <p>(Also, please see the specific discipline-related writing strategies included in the departmental tables below.)</p>	Instructional Leadership Team	<p>Lisa Girard, High School Office ELA Specialist</p> <p>Time, place, materials to be provided by Bowie Instructional Leadership Team</p>	<p>Feedback from PD sessions on Oct. 22 &amp; 23, 2014</p> <p>Improved writing scores on EOC testing &amp; SAT/ACT writing results</p>	2014-15	All are in progress

Table #CI-3 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (ELA Dept.) On the ELA EOC I &amp; II tests, increase the percentage of advanced measure scores or Level II Final scores by 5%.</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<ol style="list-style-type: none"> <li>Focus on teaching inferencing skills as well as providing textual evidence. Teachers will scaffold language arts content to address linguistic differentiation for ELLs.</li> <li>Use individual EOC student data as well as GMRT, MOY</li> </ol>	<p><b>ELA PLC Teams,</b></p> <p>Reading Teacher – Pannell, ESOL teacher-Hayes, Dept. Chair-Conroy, Administrator for ELA Dept.- Leos, with support from AISD ELA staff, JBHS SIF</p>	<p>Funds for materials</p> <p>Funds for teacher workshops, in particular for writing trainings</p> <p>Funds for GMRT testing and score reporting</p>	<p>PLCs work together to look at student data and student work to intervene/enrich and to drive instruction.</p> <p>Attendance at ELA workshops or trainings,</p>	Begins August 2014 and is ongoing all year	ongoing



## CAMPUS ACTION PLAN FOR 2014-15

<p>or other assessments to group students and work on weaknesses for differentiation. Particular weaknesses for English I and II are: Understanding &amp; Analysis Across Genres, Expository Writing (9<sup>th</sup>), Persuasive Writing (10<sup>th</sup>), Inferencing across several objectives, &amp; revision of texts and editing objectives.</p> <p>3. All ELA and speech teachers in grades 9-12 will identify those students who did not meet standard as well as those who barely met standard on previous STAAR tests and support them in their areas of weakness. Teachers will also identify areas of opportunities for greatest growth and support them in higher successes.</p> <p>4. Ensure teachers are attending PD that support linguistic and content advancement of all students, including particular support for ELLs; i.e. ELPS, Strategies for ELLs, ELPS Academy, LIAG training, etc.</p> <p>5. Across all ELA grade levels, focus on composing skills, in particular expository,</p>	<p>&amp; JBHS Instructional Chairs</p>	<p>Funds &amp; support from AISD Bilingual Services to continue sending ELA teachers to trainings that support ELL learners</p> <p>Support from HS Office and, in particular, Lisa Girard, ELA Coordinator, &amp; her staff</p> <p>Support from AISD Curriculum &amp; Instruction office, particularly the ELA Division</p>	<p>whether on campus or off-campus.</p> <p>Increased student achievement on common formative assessments, Benchmark assessments, and state tests overall.</p> <p>Increased student achievement on specific objectives like composition &amp; writing skills, inference skills, short answer rates, etc.</p> <p>Increased individual student growth as well as increased overall performance on Index 2 in the ELA areas.</p> <p>During FIT (Flexible Instructional Tutoring- during school day between 1<sup>st</sup> &amp; 2<sup>nd</sup> classes of the day) students will be working on differentiated reading &amp; writing skills and the ELA non-negotiable standards. Evidence of ELA teachers attending ELL workshops.</p> <p>Evidence of improved</p>		
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## CAMPUS ACTION PLAN FOR 2014-15

<p>persuasive, literary, and analytical writing type revising writing other than their own, using the A.P.E. strategy to develop strong body paragraphs and short answer responses, focusing on ALL students understanding academic vocabulary.</p> <p>6. In English I and II teachers will focus on students developing using the following writing improvement strategies: prewriting organizers, analysis of the prompt, writing effective thesis statements, and including supporting evidence.</p> <p>7. Speech teachers support overall literacy by emphasizing outlining, prewriting strategies, parallel structure, and oral presentations.</p> <p>8. All ELA and speech teachers use their common planning time and Late Starts to impact student results in a way that guarantees <b>all students</b> in each course are focused on the same common learning targets and acquiring the same ELA skills including the grade-</p>			<p>achievement for ELL students on teacher-made assessments, TELPAS, EOC tests, etc.</p> <p>All English teams sharing student data/results and sharing best practices for those results.</p> <p>ELA &amp; speech teachers will agree on the rubrics used for each type of writing assignment and will communicate exemplar models as well as rubric expectations to students. ELA PLC teams will study student compositions and use those essays to drive instruction and to provide feedback to students. Evidence noted in PLC meetings and on agendas/minutes.</p> <p>Evidence in Late Start agendas, minutes &amp; products, etc.</p> <p>Enrollment in MAPS &amp; Bowie Reading Program and increased achievement for these</p>		
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## CAMPUS ACTION PLAN FOR 2014-15

level non-negotiables. 9. Use MAPS (ELA EOC Intervention classes) and the Bowie Reading Program to strengthen individual 9 <sup>th</sup> , 10 <sup>th</sup> & 11 <sup>th</sup> grade students' skills in both reading and writing areas.			students.		
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Table #CI-4 ☐ State: Below safeguard target ☐ AYP: Area of low performance

**Objective: (ELA Dept.) Increase SAT, ACT, & AP Participation & Course Completion for English AP courses by 5 to 10%. Increase overall SAT & AP Performance by 5 to 10%.**

Applicable Strategic Plan Goal(s): 3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Encourage students to remain in Pre-AP/AP classes through tutorials, FIT, and academic interventions during class time. 2. Vertically align AP terms and skill sets from 9 <sup>th</sup> -12 <sup>th</sup> grades (AP) 3. Use SAT/ACT style questions for class warm-ups, including grammar, vocabulary, revising/editing, reading comprehension passages, etc. 4. Include SAT-type essay prompt assignments 9 <sup>th</sup> -12 <sup>th</sup> grades (SAT)	<b>ELA PLC Teams, particularly Pre-AP &amp; AP teachers,</b> Dept. Chair-Conroy, Administrator for ELA Dept.- Leos, with support from AISD ELA staff, JBHS SIF & JBHS Instructional Chairs	Funds for materials  Funds for teacher workshops, in particular for writing trainings  Support from AISD Advanced Academic Services team	Increased SAT, ACT & AP participation rates.  Increased SAT, ACT & AP performance rates.  Less than 8% of students dropping down from Pre-AP/AP level to academic level.  Creation of FIT sessions that address SAT/ACT & AP skills and/or weaknesses. Student attendance at these	Begins August 2014 and is ongoing all year	ongoing

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5. Focus on critical reading (close reading skills) 9 <sup>th</sup> -12 <sup>th</sup> grades (AP/SAT/ACT) 6. Encourage use of the UT CRIT reading strategy. 7. AP Lit (seniors) – focus on improving poetry MC and poetry analysis essay scores 8. AP Lang (juniors) – focus on improving pre-20 <sup>th</sup> century lit MC and rhetorical analysis essay scores			sessions.  Evidence of SAT vocab, SAT essay prompts, critical reading skills, poetry analysis, rhetorical analysis, etc. in lesson plans and via discussion of student work/results in PLC meetings.		
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Table #CI-5

☐ State: Below safeguard target

☐ AYP: Area of low performance

**Objective: (Math Dept.) Increase Math performance on the SAT from 567 to 585.**

Applicable Strategic Plan Goal(s): 3

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Geometry and Algebra II teams are looking at released tests and incorporating questions into daily instruction when appropriate.	Math department	SAT preparation materials No PD needed	Increased performance on the Math portion of the SAT	1 year	beginning

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-6 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (Math Dept. ) Increase Math performance on the ACT from 25.8 to 28.</b>					
Applicable Strategic Plan Goal(s): 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
2. Geometry and Algebra II teams are looking at released tests and incorporating questions into daily instruction when appropriate. 3. Teachers in all classes are increasing awareness on the ACT & the value of taking it.	Math department	ACT preparation materials Having Bowie as an ACT testing site to encourage more participation More awareness on the ACT and how it can benefit students	Increased performance on the Math portion of the ACT	1 year	beginning

Table #CI-7 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (Math Dept.) Decrease failures by 25% for the Algebra I EOC 2012-2014</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Algebra I team will dissect previous tests to identify essential standards being tested. 2. Algebra I team will identify most commonly missed topics and alter curriculum and instruction to address.	Algebra I team Lisa Watson- Dept Chair Cindi Carroll- Inst Spec. Carla De La Rosa- AP	Time with PLC to analyze data	Bowie Algebra I EOC failures decrease by 25%	1 year	beginning

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-8 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (Math Dept.) Increase student greater than expected growth progress on Algebra I EOC from 19% to 21%</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<ol style="list-style-type: none"> <li>Algebra I team has obtained each students growth measure to see what students need for growth and will address students accordingly.</li> <li>Identify students that require larger/more growth and work to identify individual weaknesses with which they can supplement.</li> </ol>	Algebra I team Lisa Watson- Dept Chair Cindi Carroll- Inst Spec. Carla De La Rosa- AP	Time with PLC to analyze data specifically in regards to individual student growth measures	Student greater than expected growth grows from 19% to 21%	1 year	beginning

Table #CI-9 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (Math Dept.) Increase AP/Dual Credit performance in Math from 81% to 85%</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<ol style="list-style-type: none"> <li>AP teachers will agree to a common practice for the culminating activity being sitting for the AP exam.</li> <li>Encourage students who are prepared to take the exam.</li> <li>Investigate funding to supplement students staking AP exams (multiple test takers and students with financial need)</li> </ol>	Dana Stiles Kelly Flickinger John Graff Lisa Watson	None	Student performance in AP/Dual Credit Math increases from 81% to 85%	1 year	beginning

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-10 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (Math Dept.) Increase percentage of students graduating on recommended plan by 2% by increasing the number of students staying in precalculus and completing the course.</b>					
Applicable Strategic Plan Goal(s): 3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Pre-Cal and AQR teams will work with students to address student needs and re-teach and offer support in higher level math classes to keep students from dropping down to the minimum plan.	Pre-Cal Team AQR Team Calculus Assistant Principal	None	Decreased amount of students dropping from Pre-Cal, AQR, and Calculus	1 year	Beginning

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-11

☐ State: Below safeguard target    ☐ AYP: Area of low performance

**Objective: (SS Dept.) Improve participation and performance in Advanced Placement Courses & Dual Credit Courses**

- Overall performance from 65% (2014 Accountability Report) to 72% in 2015 and 78% in 2016
- Overall participation from 14% (2014 Accountability Report) to 20% in 2015 and 29% in 2016
- Increase the passing rate for each social studies subject test
  - AP Macroeconomics - 42% passing rate in 2014
  - AP US History - 76% passing rate in 2014
  - AP US Government - 83% passing rate in 2014
  - AP World History - 91% passing rate in 2014
  - AP Psychology – 68% passing rate in 2014

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Develop and implement a social studies vertical team AP writing plan.	1. Ruth Ann Widner, Dept Chair; Pre-AP and AP Social Studies teachers	1. Late Start, common planning periods	1. Plan will be in document form for all teachers to reference. Teachers in Pre-AP World Geography, Pre-AP World History, and APUSH will document the writing progress of students in their classes.	1. Sept 2014 – May 2015	
2. Standardize departmental assessments in Pre-AP and AP classes to reflect the formats of AP Exams.	2. AP Teachers	2. Late Start, common planning period	2. Team produced common assessments will contain AP format questions.		



## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-12		<input type="checkbox"/> State: Below safeguard target	<input type="checkbox"/> AYP: Area of low performance		
<b>Objective: (SS Dept.) Increase achievement on 2015 US History EOC:</b> <ul style="list-style-type: none"><li>■ Satisfactory Level from 99% (2014) to 100%</li><li>■ Level II from 82% (2014) to 90%</li><li>■ Level III from 40% (2014) to 55%</li></ul>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Learning targets that have been designated as non-negotiable by the team will be mastered by every student in US History classes for each unit of study as demonstrated on unit summative assessments. Remediation provided for students until mastery is achieved.	1. US History Team	1. PLC time for US History team; Flexible Instructional Time (FIT);	1. Students will be assigned to FIT in the Teacher FIT portal for remediation and will continue to be assigned until they can demonstrate mastery of the non-negotiable learning targets.	1. August 2014 through April 2015	
2. Provide individualized intervention plan for any student with history of EOC failure, USH semester exam failure, and/or low MOYI or MOY II benchmark scores.	2. US History Team	2. PLC time for US History team; data support from instructional coaches and district	2. Creation of an Excel spreadsheet noting all students and describing their individual intervention plan.	2. January 2015	
3. Direct instruction of and practice using the social studies processing skills which are dual coded on 40% of EOC questions.	2. US History Team	3. Instructional Coaches and Social Studies Curriculum Office to conduct PD about ways to teach processing skills	3. Each unit of student will focus on 1 of the 8 processing skills. Unit tests will assess the processing skill, along with content.	3. August 2014 through April 2015	
4. 11 <sup>th</sup> grade students will	4. Social Studies	4. Flexible	4. The Social Studies	4. March 2015 –	

## CAMPUS ACTION PLAN FOR 2014-15

participate in an EOC Blitz Review	Dept	Instructional Time (FIT); MOYII data	teachers will prepare and present approximately 12 different EOC review session. 11 <sup>th</sup> grade students will attend each of the review sessions over a two week period.	Data Review and Session Prep 4. May 2015 – students attend EOC Blitz	
5. Provide and encourage the use of EOC test prep resources (particularly for ACC Dual Credit US History students and students in Basic Study Skills)	5. Ruth Ann Widner, Dept Chair & Jorge Rodriguez, AP	5. Naviance email, Andrea Ramirez, Garza High School's online program	5. All 11 <sup>th</sup> grade students, USH teachers, and Basic Study Skills teachers be given access to and informed via email about the Garza HS online EOC review materials.	5. Sept 2014 – submit access request to Garza HS 5. Nov 2014 – use Naviance to email students and teachers about available resource	

Table #CI-13

☐ State: Below safeguard target

**Science Performance Objective: Increase performance on Biology EOC for Level II from 82% to 85% and for Level III from 29% to 32%**

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase focus on the Biology standards and continue the focus on intense remediation based on standards acquisition	Biology Team	Time with PLC team to make standards based assessments and to compare results of data from them	Results from formative assessments and District MOY	1 year	beginning

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-14 <input type="checkbox"/> State: Below safeguard target					
<b>Science Performance Objective: Increase by 2% the percentage of students graduating on the recommended plan by increasing the number of students successfully completing Physics</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase student readiness for Physics by supporting students early in High School with tailored math and science classes to prepare students for the challenges of Physics and other 4 <sup>th</sup> year Sciences.	Science Department	Help with pre-ID students' level of competency in math and science before the 9 <sup>th</sup> grade year. Smaller classes for students needing more support.	Successful completion of Physics. More students graduating with a STEM endorsement.	1 year	beginning

Table #CI-15 <input type="checkbox"/> State: Below safeguard target					
<b>Science Performance Objective: Increase Science participation in AP tests by 5%</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Encourage more students to take AP classes their junior and senior years.	PreAP and AP PLC's along with support from all teachers in Science.	Time for PLCs to meet. Support to send PreAP and AP teachers to AP conferences together.	Higher numbers of students enrolled in AP Science courses as a 4 <sup>th</sup> year class.	ongoing	Beginning
Understand changes to AP standards and prepare students to meet them					
More collaboration between Pre-AP and AP teachers to ensure the PreAP is truly preparing students for AP work.					

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-16 <input type="checkbox"/> State: Below safeguard target					
<b>Performance Objective: LOTE Dept. Increase the number of students advancing to Spanish 3/French 3 or Spanish 4/French 4 by 20%</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Discuss with students the benefits of taking an advance Spanish or French course	Spanish 2/3 teachers & French 2/3 teachers	None needed	Number of students that sign up for Spanish or French 3/4	All year	ongoing

Table #CI-17 <input type="checkbox"/> State: Below safeguard target					
<b>Performance Objective: (LOTE Dept.) Increase AP participation &amp; performance on all LOTE AP tests to 95%.</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Study data from AP Instructional Report. Foster our students' strengths and adapt our lesson plans to improve student weaknesses. Work with our LOTE vertical teams to integrate rigorous skills needed to increase number of students going to AP Spanish & AP French classes	LOTE Department	Support from Tina Dong and Advanced Academic Services. Improve participation & performance rates for all LOTE AP tests	Improve participation & performance rates for all LOTE AP tests	School year 2014-2015	On going

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-18 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (CTE Dept.) Increase the number of eligible students enrolled into the CATEMA system for credit-in-escrow.</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase parent, student and teacher awareness of the process for enrolling into this program and the benefits to be obtained.	R. Winemiller (lead) all CTE staff with eligible courses		Teachers to schedule specific time and place for entry of student data. Comparison of current year data & enrollment numbers with prior years' data.	SY 2014-2015	ongoing

Table #CI-19 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance					
<b>Objective: (CTE Dept.) Increase the number of student certifications and licensures by 50%.</b>					
Applicable Strategic Plan Goal(s): 1-4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase number of students taking and passing currently offered certifications.  Identify additional certifications and licensures that can be offered through our CTE courses	R. Winemiller (lead) and all CTE staff with available certifications	Funding (CTE office)  Teacher training in certification process and content areas	Comparison of 2013-2014 certification/licensure data to previous years' data.	SY 2014-2015	ongoing

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-20

☐ State: Below safeguard target

**Performance Objective: (Fine Arts Dept.) Increase retention of students across entry level and upper level courses in order to promote participation in fine arts courses for a minimum of two years to increase the potential for students' academic success.**

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<p>1. Increasing awareness in the level one courses of the existing level two courses offered. Fine Arts concentrations will map advancement plans to allow for an increased student and parent understanding of upper level course opportunities offered on campus.</p> <p>2. Specific subject concentration teams (i.e. Art team, Theater Team etc.) will work in conjunction with each other to further the application of student strengths in specific concentrations. (Ex. Encouraging students excelling in the Art 1 sculpture unit to sign up for Level 2 Sculpture class the following year.)</p> <p>3. Establishing a positive image of fine arts and increase freshmen registration in level one courses.</p>	All Fine Arts instructors	Access to numbers obtainable from Data Entry in order to track the retention of each fine arts concentration across entry level and upper level courses. Access to published research on increase in college-readiness test scores of students with two or more credits in fine arts courses	Increased communication between team teachers to determine student strengths in order to recommend upper level courses to compliment student interests. Studying and tracking data across school years in order to map retention and determine where gains can be made.	Over the course of the 2014-2015 and 2015-2016 school years	Ongoing
	All Fine Arts instructors and vertical team members	Access to 9 <sup>th</sup> grade enrollment documents, 8 <sup>th</sup> grade enrollment in fine arts classes, recommendations from vertical team.	Studying 9 <sup>th</sup> grade enrollment in the spring and comparing to teacher recommendations	Each six weeks	Middle school connections in the fall and recruitment visits in the spring.
	All Fine Arts instructors	Six weeks grades	Studying and comparing six weeks grades among fine arts team instructors		Ongoing

## CAMPUS ACTION PLAN FOR 2014-15

4. Improving the passing rate of freshmen in all fine arts disciplines and encouraging the development of 21 <sup>st</sup> century skills.					
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Table #DR-1

**Performance Objectives: Students and staff will achieve health and fitness through:**

1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)
2. Student participation in physical activities
3. Improvement of Fitnessgram results for all students
4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Create healthy school environment that promotes physical activity and nutrition	Coordinated School Health Team	Common planning, staff coordination	Improved results on PE assessments as well as FitnessGram results	2014-2015	Begun & ongoing
2. Student Wellness Team promotes events & announcements like fitness challenges, Healthy Community Challenge, Tobacco Awareness, etc. as well as display of "healthy habits" posters around campus.			Decreased student anxiety		
3. Ensure student participation in 50% or more of moderate to vigorous physical activity in PE classes.	Health/PE staff	Support of PE office downtown	Increased student participation in after-school activities like Frisbee Club, running club, etc.		
4. Increase participation rate in Fitnessgram testing to 85%.			Increased staff participation in		
5. Increase cardiovascular	With support from				

Table #DR-1

**Performance Objectives: Students and staff will achieve health and fitness through:**

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2. Student participation in physical activities
3. Improvement of Fitnessgram results for all students
4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)

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
<p>endurance to 72%.</p> <p>6. Implement Brain Breaks throughout the day.</p> <p>7. Share Fitnessgram data with students via email &amp; with staff at large.</p> <p>8. Inform students &amp; staff about health and wellness activities via social media; encourage participation via social media as well.</p> <p>9. Create workout groups on campus for staff &amp; students including running clubs and other opportunities for encouraging physical fitness.</p> <p>10. Provide healthy alternatives in compliance with nutrition guidelines with the exception of 3 days as noted by Texas Public School Nutrition Policy.</p> <p>11. Eliminate food fundraisers during the school day.</p> <p>12. Offer staff wellness opportunities</p>	<p>Bowie teachers &amp; PE staff</p> <p>All staff</p> <p>Health/PE staff including Rose Ruffino, PE Dept. Chair</p> <p>Rose Ruffino, Health/Wellness Coordinator with support of staff members</p> <p>Mr. Kane, principal and staff members</p>		health/wellness activities		



Table #DR-1

**Performance Objectives: Students and staff will achieve health and fitness through:**

1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)
2. Student participation in physical activities
3. Improvement of Fitnessgram results for all students
4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)

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
during the school year; i.e. Crossfit, Zumba classes, and yoga classes					

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Provide guidance lessons about forms of bullying and/or harassment and how to seek help.	SROs, administrators, counseling staff, & classroom teachers	Outside agencies like Austin-area counseling groups & district resources	Students reporting any incidents of bullying or harassment.	All year	ongoing
2. All staff trained to recognize bullying/harassment via district measures.	Mr. Kane & Admin staff	Seek input from staff in regard to the names of students who might need counseling support groups	Student feedback from those attending the group sessions.	All year	
3. Provide several small group supports like "Expect Respect" for students.	Counseling team				
4. Continue "No Place for Hate" activities to promote	SIF & Bowie Campus	Support from Anti-Defamation League	Proof of campus activities as "No Place for Hate"	All year	

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
tolerance & respect.  5. Standardize disciplinary action procedures.	Administrators	Begin a staffed detention center during the lunch periods	campus.		

Table #DR-3

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

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1) Back to School Night	JBHS Leadership Staff and Teachers/Sponsors		Positive Feedback from parents & sign-in sheets	Mid-September 2014 – May 2015	ongoing
2) Encourage PTSA involvement.	JBHS Staff & JBHS PTSA staff		Increased PTSA membership & Increased participation in PTSA		
3) Encourage booster club involvement.	JBHS Staff &		Regular attendance at		

Table #DR-3

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

Applicable Strategic Plan Goal(s): 1-4

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
4) Set up & encourage attendance at annual "Bulldogs & Hot Dogs" event.  5) Encourage parent volunteerism.  6) Encourage participation for all subsets of parent groups by providing grade level parent nights, College Info parent meetings, Spanish-speaking parent events, etc.	Coaches/Sponsors  JBHS Staff & Coaches/Sponsors  JBHS Staff, Coaches/Sponsors & PTSA  JBHS Leadership Team & Counseling Staff		booster club meetings; participation in sporting events or any appropriate events  Attendance at the event & sales that benefit the teams/groups  Number of parent volunteers who support the office areas, library, Science Fair judges, Kennel sales, etc.  Feedback from parent meetings		

Table #DR-4

**Performance 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
Increase the number of staff attending the Solutions Tree PLC trainings	Instructional Leadership Team	1) Necessary campus budget/funds 2) Follow-up support on campus to facilitate smooth PLC operations in all teams	1) More effective teams 2) Improved student performance on campus assessments as well as any state tests	2014-2015; teams of teachers attended this past summer and more will attend this school year	ongoing
Implement SEL (Social-	AISD SEL Team,	Funds from district	Decreased student failure	2014-2015; first	ongoing

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Table #DR-4

**Performance 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

Emotional Learning) model at Bowie. Components include focusing on SEL Skills for Life through World Geo classes. More specific skills learned through MAPS classes.	including Jason Littlefield, our campus rep; Andrea Ramirez, SIF, and S. Leos, Admin support	Follow-up trainings for staff as needed  SEL materials including lesson plans for teacher use  Campus funds to support teachers/programs here at Bowie	rate  Improved peer and peer/teacher relationships  Improved performance on student assessments	wave of teachers trained summer of 2014	
Continue professional development on our campus for RTI/FIT, differentiation, ELL strategies, student engagement, GT updates, etc.; accomplished through "round robin" sessions and utilizing our own staff members as presenters.	Instructional Leadership Team and various staff members	Campus funds  AISD support, for GT staff development needs or ELL workshops, or any trainings offered through HCP	Improved student performance on any type of assessment, including state tests like EOC, TELPAS, etc. Increased staff capacity for training & supporting each other as well as student needs	Planning begun in summer of 2014; will continue throughout 2014-15 year	ongoing

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

### Special Education Identification – All Levels

Table #DR-7

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

**Condition: If Hispanic SPED enrollment rate is > 1 percentage point above Hispanic enrollment rate**

Source: SPED C-IEP (C) 4<sup>th</sup> 6 weeks

Campus Figure: 5.2

Does campus performance require inclusion of this objective? (Yes or No): Yes

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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 intervention opportunity during the school day	All Case Manager	FIT Portal	Attendance in FIT sessions	2014-15	ongoing
Promote PLCs based content area	All Case Managers	Attend the RTI conference or campus PLC content area meetings	Either attendance at the RTI Conference or attended and PLC team meetings.	2014-15	ongoing
Provide professional development learning through PLCs or on regularly scheduled PD days for teachers on how to apply differentiation strategies during the planning process & classroom implementation.	Bowie Instructional Leadership Team	Resources for the PD sessions	PD sign-in sheets	2014-15	Started in October; will continue during PD days and/or Late Start times

## Special Education Disciplinary Placements– All Levels

Table #DR-9					
Performance Objective: Reduce the rate of special education students in discretionary OSS settings.					
Condition: If SPED OSS placement rate > 6 percentage points above rate for all students				Source: SPED C-IEP (G)	
Campus Figure: 7.8		Does campus performance require inclusion of this objective? (Yes or No): Yes			
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Collaborate with SPED behavior specialists, CST Facilitators, & SEL specialists to integrate positive behavior supports for campus, classroom, and individual students.	McGraw/Jamison, Leos/Ramirez, and staff at large	CST personnel, SEL specialist, PD time/support	Fewer SPED disc. Referrals; reduction of OSS removals; increased time in students' regular settings	2014-15	Ongoing; SEL PD began in August; CST began in August
Create a "Smart ISS"	McGraw/Jamison	TA and room for student	Reduction of OSS removals & increased time in students' regular settings	2014-15	ongoing

## Special Education Service in LRE – All Levels

Table #DR-10

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

**Condition: If rate < 68%**

Source: SPED C-IEP (H) 4<sup>th</sup> 6 weeks

Campus rate: 61.0%

Does campus performance require inclusion of this objective? (Yes or No): Yes

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide intervention opportunity during the school day	All Case Managers	FIT Portal	Attendance FIT sessions	2014-15	ongoing
Provide inclusion support Specialist to review student IEPs and provide classroom strategies	Marita Jamison Stephanie McGraw	Meredith Jones – Consultation Inclusion Specialist	Effective teaching strategies in the classroom from observations via Inclusion Specialists, Mrs. Jamison, and Mrs. McGraw	2014-15	ongoing

### Special Education Measureable Postsecondary Goals - HS

Table #DR-11

**Performance Objective: Increase the percentage of ARDs with measurable postsecondary transition goals.**

**Condition: If ARD rate < 100%**

Source: SPED C-IEP (N) 4<sup>th</sup> 6 weeks

Campus rate: 80.0%

Does campus performance require inclusion of this objective? (Yes or No): Yes

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Region 13 / AISD transition specialists training	Marita Jamison Stephanie McGraw	Late Start – Elizabeth Danner and Renee Borders	Review of IEP's transition paperwork with compliance officer	2014-15	ongoing

### 4-Year Graduation Rates – **HS Level Only**

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Table #DR-16

☐ State: Below safeguard target**Performance Objective: Increase the rate of ELLs who graduate within four years.****Condition: If LEP student grad rate < 75%**

Source: TEA Grad Data (Class of 2012)

Campus rate: 0%

Does campus performance require inclusion of this objective? (Yes or No): Yes

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Meet with Counselor/Admin Teams and provide info about types of ELL support available on campus. Counselor/Admin teams will support ELL students by monitoring grades, meeting with students, parents, etc.	Bowie Couns/Admin Teams; Mr. Trevino Lead Admin for ELLs	eCST supports; use of LPAS system; use of STAAR & MOY benchmark info	Improved graduation rate	2014-15	ongoing
Provide all teachers from all disciplines an opportunity to attend ELL trainings	Mr. Trevino will send out notices of workshops.	Continued support from district ELL Dept. to send our teachers to training	Improved graduation rate	2014-15	ongoing
ELLs needing credit recovery not on target to graduate will utilize Bowie systems for credit recovery as well as district systems for recovery.	Mr. Trevino/Mr. Rodriguez	Support from AISD ELL Dept. for summer school opportunities for ELLs	Improved graduation rate	2014-15	ongoing
All ELL students at Bowie will be sheltered in designated English teachers' classroom, teachers who have attended ELL workshops and have strategies to promote ELL success.	Ms. Leos, Mr. Trevino & Counseling staff	Continued support from district ELL Dept. to send our teachers to training	Improved graduation rate	2014-15	ongoing



**APPENDIX A-1**  
**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:

<b>Programs/Services</b>	<b>Describe how the campus is meeting needs of at-risk students with SCE resources:</b>
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours for students at risk of not meeting state standard on EoC assessments
General Supplies for at-risk students:	N/A
Transition Services (from middle school to high school or from elementary school to middle school):	N/A
Middle School reading and math initiatives:	N/A
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	Extra duty pay and benefits for administrators and teachers supporting after school detention: targets at-risk students requiring additional social, emotional, behavioral, and academic interventions.
Reading specialists (to include literacy coaches):	N/A
Math specialist (FTE for math interventions):	N/A
Elementary Counselors:	N/A
Dropout prevention services:	N/A
DELTA (or other credit recovery programs):	Extra duty pay and benefits are provided for staff to support the DELTA program, serving students at risk of not graduating, and providing credit recovery options.
Parent Support Specialist (or other parent involvement expenses):	N/A
9 <sup>th</sup> Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	Extra duty pay and benefits for entering freshman at risk of not graduating high school

## APPENDIX A-2

### 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):

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

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

	Offer early-bird signing bonuses to teachers at Title I campuses
	Provide bilingual and special education stipends
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, but check at least one):

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
	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, but check at least one):

X	Assign teachers to areas in which already meet HQ
X	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 A-3**

### **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.
- 1) 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.
- 2) 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.
- 3) 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.

## CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	<input checked="" type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input type="checkbox"/>
• district-wide orientation session	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
• campus needs assessment	<input checked="" type="checkbox"/>
• campus objectives and strategies to address identified areas for improvement	<input checked="" type="checkbox"/>
• the approach to setting campus performance targets	<input checked="" type="checkbox"/>
• campus budget	<input checked="" type="checkbox"/>
The CAC was given an opportunity to review the complete draft CIP prior to submittal.	<input checked="" type="checkbox"/>
The CIP action plan component pertaining to campus professional development was approved by the CAC.	<input checked="" type="checkbox"/>

Approximate hours spent on CIP development	
• By CAC and/or CAC subcommittees	2
• By campus administration and/or leadership team	4

**We confirm the above information as correct ...**

Position	Name	Date
Principal	Stephen Kane	9/9/2014
Co-Chair	Kevin Wood, Parent Co-Chair	9/9/2014
Co-Chair	Steve Wand, Faculty Co-Chair	9/9/2014

## Minutes for James Bowie High School Campus Advisory Council (CAC)

September 9, 2014

Members Present: Kevin Wood, Stephen Kane, Andrea Ramirez, Nick Stamper, Marita Jamison, Julie Scoggin, Susan Leos, Tracey Jackson, Amy Suggs, Nona May, Ann Hutcheson, Tracey Jackson, Powell Hinson, Scott Mayo, Eric Moe, Lila Welchel

1. Call to order at 7:33 AM – Kevin Wood
2. Approval of Minutes – Kevin Wood – The minutes from last May were approved.
3. Introduction of Guests and Citizens – Kevin Wood - Jimmy Couninam, 9<sup>th</sup> grade Bowie student who serves on DAC and wanted to visit our Bowie CAC, and senior, Lauren Laird visiting on behalf of the senior class.
4. 2013-2014 Campus Improvement Plan – Susan Leos & Andrea Ramirez – Focus points include:
  - Accountability Data/EOC Passing Rates
  - 2014 EOC Exams: English combined EOC – far fewer students failed to meet standard in 2014; Algebra EOC – Students were very successful (95% passing rate); Biology EOC – Students were very successful (95% passing rate); US History EOC – Students were very successful (99% met minimum standard).
  - Bowie has made measures to assist and alleviate student anxiety through “brain breaks” during the five hour ELA test, as well as a campus-wide effort to prepare, assist, and engage students.
  - AP Scores: In 2014 Bowie outscored not only the district and state – Bowie had higher than average *global* passing rates. Go Dawgs!
  - State accountability: Based off campus type, campus size, grade span, percent economically disadvantaged, percent English Language Learners, mobility rate; all TX campuses grouped by the factors into comparison groups of 40.
  - Performance Index Report: Index 1, Index 3, Index 4 – Bowie met and exceeded standards (No information available for Index 2); Bowie earned a distinction in closing performance gaps
  - Campus Improvement Plan Growth Areas Identified as follows: Support STAAR EOC Success, SAT strategies, Advanced Scores on EOC, AP Performance Scores, Continue supporting students for individual success and attendance. System safeguards addressed.
  - District Required Action Plan for 2014-2015 – Professional development performance objective was approved.
5. Principal's Report – Mr. Kane –
  - Close to 3,000 students (between 2,800-2,900). Seventeen new teachers for 2014-2015 School Year. All staff positions are filled. Two temporary positions held this year by certified personnel due to late hiring constraints: Head Volleyball Coach position held by Vickie Benson, our Head Basketball Coach, and Orchestra Director held by an AISD retired husband & wife team, the Peases. Bowie will hold interviews in the spring of 2015 to fill these positions.
  - Bulldogs and Hotdogs (9/20), Back to School Night (9/10), TV displays across campus will reduce announcement interruptions, “no poster” project – metal stripping across campus eradicates the need for tape; September 25<sup>th</sup> Club Day
6. Counselor's Report – Nona May – SEL (Social and Emotional Learning) 9<sup>th</sup> Grade focus in order for a smooth transition between middle and high school. Two freshman counselors – the rest of the counselors are split between the upper grades. Counselors are focusing into the specific tasks/demands of each grade level. September 16<sup>th</sup> is a parent night in the counselor's office (specific for junior and seniors – college focus). Schedules are set for students. September 3<sup>rd</sup> the counselors housed a back to school night for incoming freshman parents.
7. Student Initiatives Update – Susan Leos & Andrea Ramirez – First official FIT class occurs today, September 9, 2014. Portal checking station for FIT sign up. Senior Class update – Scott Mayo: Much of the senior class focused on welcoming freshmen on the first day of school. Senior class is making plans for impacting Bowie campus in a positive way, starting with organizing for Bulldogs & Hotdogs. Thank you to the senior class!
8. Bowie PTSA Report – Susan Leos – Bulldogs and Hotdogs (9/20, 6-9PM), Homecoming Dance, Saturday October 18<sup>th</sup>, Encouragement to join the PTSA, Bowie Bulletin, New to Bowie Student Orientation was a success, Goals include increased communication, increased membership
9. New Business – No new business.
10. Adjourn Meeting – Kevin Wood; approved by acclamation; meeting adjourned at 8:35 AM.

Campus Scorecard 2014-15  
013 - Bowie High School

The following indicators are included in the campus scorecard:

	Elementary	Middle School	High School
STAAR / STAAR EOC by Subject - Level II Final <sup>a,b</sup>	●	●	●
STAAR / STAAR EOC by Subject - Level III <sup>a,b</sup>	●	●	●
STAAR / STAAR EOC Student Progress in Reading, Mathematics and Algebra I <sup>a,c</sup>	●	●	●
Attendance	●	●	●
Discipline	●	●	●
TELPAS	●	●	●
Student Fitness	●	●	●
Primary Reading Assessment	●		
Recommended High School Program and Distinguished Achievement Program Participation			●
Graduation Rate (with exclusions)			●
Annual Dropout Rate 9-12 (with exclusions)			●
SAT/ACT Exam Participation and Performance			●
Advanced Placement/International Baccalaureate Exam Participation and Performance			●
Advanced Course/Dual Enrollment			●
College-Ready Graduates ELA and Math <sup>d</sup>			●

<sup>a</sup> STAAR and STAAR EOC calculations are based on the estimated accountability subset and include retesters. The accountability subset does not include students in their first year in U.S. schools or asylees/refugees in years 1-5 in U.S. schools.

<sup>b</sup> Level II - Final Improvement Goals for STAAR and STAAR EOC are pre-populated at the district growth rates of a 15% reduction in non-proficient students as approved on December 16, 2013 by the Austin ISD Board of Trustees. Level III Improvement Goals for STAAR and STAAR EOC are pre-populated with growth rates of a 5% reduction in students not meeting Level III. Rates may be set higher by campuses.

<sup>c</sup> Student Progress in Reading, Mathematics and Algebra I measures student growth from one year to the next provided the student has tested in successive grade levels in both years, with the same version of the test. Students who move from English to Spanish and Spanish to English will receive a progress measure in Mathematics only.

<sup>d</sup> For this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test in ELA and Mathematics.

All Improvement Goals set by campuses must be approved by the Associate Superintendent for the campus.

**STAAR EOC English I - Level II-Final**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	73%	77%
Afr Amer	48%	56%
Hispanic	63%	68%
White	82%	85%
Asian	84%	86%
Two+	70%	74%
SpEd	35%	44%
ECD	50%	57%
ELL	*	21%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC English II - Level II-Final**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	79%	82%
Afr Amer	66%	71%
Hispanic	68%	73%
White	88%	90%
Asian	82%	85%
Two+	85%	87%
SpEd	43%	52%
ECD	57%	64%
ELL	*	15%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0



**STAAR EOC Algebra I - Level II-Final**

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	53%	55%	55%	62%
Afr Amer	38%	48%	38%	47%
Hispanic	48%	45%	43%	51%
White	60%	64%	67%	72%
Asian	56%	53%	72%	76%
Two+	42%	52%	48%	56%
SpEd	30%	22%	24%	36%
ECD	42%	34%	33%	43%
ELL	*	*	*	24%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC Biology - Level II-Final**

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	67%	77%	81%	84%
Afr Amer	52%	59%	75%	79%
Hispanic	59%	65%	70%	75%
White	74%	87%	89%	90%
Asian	68%	86%	95%	95%
Two+	65%	73%	83%	86%
SpEd	29%	38%	61%	66%
ECD	50%	51%	64%	69%
ELL	*	*	*	43%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC US History - Level II-Final**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	82%	84%
Afr Amer	75%	79%
Hispanic	75%	79%
White	87%	89%
Asian	82%	85%
Two+	75%	79%
SpEd	49%	56%
ECD	66%	71%
ELL	*	66%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC English I - Level III**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	18%	22%
Afr Amer	*	15%
Hispanic	12%	16%
White	23%	26%
Asian	24%	28%
Two+	15%	19%
SpEd	*	7%
ECD	5%	9%
ELL	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC English II - Level III**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	20%	24%
Afr Amer	*	18%
Hispanic	10%	14%
White	28%	31%
Asian	31%	34%
Two+	21%	24%
SpEd	12%	16%
ECD	11%	15%
ELL	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC Algebra I - Level III**

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	17%	20%	25%	28%
Afr Amer	*	*	*	23%
Hispanic	17%	14%	15%	20%
White	19%	27%	33%	36%
Asian	*	*	39%	42%
Two+	*	*	22%	26%
SpEd	*	*	*	13%
ECD	11%	5%	7%	12%
ELL	*	*	*	16%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC Biology - Level III**

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	16%	30%	29%	33%
Afr Amer	*	17%	21%	25%
Hispanic	9%	18%	18%	22%
White	21%	40%	37%	40%
Asian	21%	40%	43%	46%
Two+	*	27%	33%	37%
SpEd	*	8%	*	10%
ECD	*	10%	9%	14%
ELL	*	*	*	13%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR EOC US History - Level III**

	2013-14 Estimated	2014-15 Improvement Goal
All Students	40%	43%
Afr Amer	36%	39%
Hispanic	32%	35%
White	47%	50%
Asian	36%	39%
Two+	*	24%
SpEd	14%	19%
ECD	27%	30%
ELL	*	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

### Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	94.9%	94.7%	94.5%	95.1%	96.0%
Afr Amer	94.6%	93.7%	94.3%	95.7%	96.0%
Hispanic	94.5%	94.5%	94.3%	94.9%	96.0%
White	95.0%	94.7%	94.4%	95.0%	96.0%
Amer Ind	92.5%	95.3%	96.8%	96.4%	96.8%
Asian	96.8%	97.0%	96.6%	96.6%	96.9%
Two+	95.2%	95.0%	95.2%	95.4%	96.0%
ECD	92.8%	93.0%	93.1%	94.0%	96.0%

Data Sources: Actual- TAPR, Estimated- AISD Student Information System

\* Denominator is less than 900(excluding 0)

- Denominator is 0

### State Recommended High School Program or Distinguished Achievement Program Participation

	Class of 2011 Actual	Class of 2012 Actual	Class of 2013 Actual	Class of 2014 Improvement Goal	Class of 2015 Improvement Goal
All Students	81.1%	84.5%	84.1%	85.0%	85.5%
Afr Amer	73.7%	69.2%	75.0%	76.0%	77.0%
Hispanic	76.1%	83.8%	84.2%	84.8%	85.1%
White	84.7%	86.5%	83.6%	85.0%	85.2%
Amer Ind	66.7%	*	*	66.8%	66.9%
Asian	82.8%	85.0%	96.4%	96.5%	96.6%
Two+	73.9%	81.5%	86.2%	86.4%	86.5%
ECD	62.7%	67.7%	74.0%	75.0%	76.0%

Data Sources: Actual- TAPR

\* Denominator is less than 5(excluding 0)

- Denominator is 0

### Graduation Rate (with exclusions)

	Class of 2011 Estimated	Class of 2012 Estimated	Class of 2013 Preliminary	Class of 2014 Improvement Goal	Class of 2015 Improvement Goal
All Students	94.9%	95.2%	95.8%	95.9%	96.0%
Afr Amer	94.7%	82.8%	89.7%	89.8%	89.9%
Hispanic	93.2%	95.1%	96.6%	96.7%	96.8%
White	95.9%	95.5%	96.2%	96.3%	96.4%
Amer Ind	91.7%	*	*	90.0%	90.9%
Asian	93.5%	>99%	93.1%	93.2%	93.3%
Two+	95.7%	>99%	*	93.0%	93.1%
SpEd	75.0%	78.3%	82.9%	83.0%	83.1%
ECD	86.7%	89.8%	92.6%	92.7%	92.8%
ELL	63.6%	77.8%	*	77.9%	78.0%

Data Source: Actual- TAPR, Preliminary- Preliminary TEA data tables

\* Denominator is less than 25(excluding 0)

- Denominator is 0

### Annual Dropout Rate (9-12) (with exclusions)

	2010-11 Estimated	2011-12 Estimated	2012-13 Preliminary	2013-14 Improvement Goal	2014-15 Improvement Goal
All Students	<1%	<1%	<1%	0.6%	0.5%
Afr Amer	1.7%	3.2%	1.8%	1.7%	1.6%
Hispanic	1.1%	<1%	<1%	0.3%	0.2%
White	<1%	<1%	<1%	0.7%	0.6%
Amer Ind	8.3%	<1%	*	0.0%	0.0%
Asian	<1%	<1%	1.3%	1.2%	1.1%
Two+	<1%	1.0%	<1%	0.0%	0.0%
SpEd	1.8%	1.3%	1.7%	1.6%	1.5%
ECD	2.3%	1.5%	1.1%	1.0%	0.9%
ELL	4.5%	<1%	<1%	0.0%	0.0%

Data Source: Actual- TAPR, Preliminary- Preliminary TEA data tables

\* Denominator is less than 25(excluding 0)

- Denominator is 0

### SAT/ACT Exam Participation & Performance

Participation	Class of 2011 Actual	Class of 2012 Actual	Performance	Class of 2011 Actual	Class of 2012 Actual
All Students	93.7%	90.9%	All Students	54.0%	48.5%
Afr Amer	88.2%	92.3%	Afr Amer	40.0%	12.5%
Hispanic	86.9%	83.3%	Hispanic	37.0%	36.1%
White	97.7%	94.4%	White	60.6%	56.1%
Amer Ind	81.8%	*	Amer Ind	33.3%	*
Asian	96.3%	100.0%	Asian	76.9%	57.5%
Two+	91.3%	77.8%	Two+	57.1%	52.4%

Data Source: TAPR

\* Denominator is less than 5(excluding 0)

- Denominator is 0

### Advanced Placement/International Baccalaureate Exam Participation & Performance

Participation	Class of 2012 Actual	Performance	Class of 2012 Actual
All Students	34.8%	All Students	72.3%
Afr Amer	11.9%	Afr Amer	57.1%
Hispanic	28.7%	Hispanic	63.0%
White	38.4%	White	75.8%
Amer Ind	40.0%	Amer Ind	*
Asian	49.3%	Asian	80.0%
Two+	44.9%	Two+	72.7%

Data Source: TAPR

\* Denominator is less than 5(excluding 0)

- Denominator is 0



### Advanced Course / Dual Enrollment

	2010-11 Actual	2011-12 Actual
All Students	34.7%	31.8%
Afr Amer	24.1%	15.3%
Hispanic	29.2%	28.6%
White	37.5%	34.0%
Amer Ind	52.4%	33.3%
Asian	43.2%	38.3%
Two+	39.8%	39.2%

Data Source: TAPR

\* Denominator is less than 5(excluding 0)

- Denominator is 0

### College-Ready Graduates - ELA and Math

	Class of 2011 Actual	Class of 2012 Actual	Class of 2013 Estimated	Class of 2014 Improvement Goal	Class of 2015 Improvement Goal
All Students	78%	79%	81%	82%	83%
Afr Amer	78%	48%	60%	62%	63%
Hispanic	66%	71%	75%	77%	78%
White	84%	85%	86%	87%	88%
Amer Ind	73%	*	*	100%	100%
Asian	85%	82%	78%	79%	80%
Two+	76%	79%	90%	91%	91%
SpEd	20%	20%	19%	20%	21%
ECD	59%	58%	67%	68%	69%
ELL	*	-	*	10%	11%

Data Source: Actual- TAPR, Estimated- AISD assessment data records

\* Denominator is less than 5(excluding 0)

- Denominator is 0

## Discipline Targets

### Campus Discretionary Removals

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# 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	15	<1%	*	*	*	*	0.12%
Afr Amer	*	*	*	*	*	*	0.05%
Hispanic	6	<1%	*	*	*	*	0.09%
White	7	<1%	*	*	*	*	0.15%
Amer Ind	*	*	*	*	*	*	0.00%
Asian	*	*	*	*	*	*	0.05%

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. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Campus Suspensions to Home

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# 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	106	3.54%	103	3.43%	100	3.36%	3.30%
Afr Amer	10	7.94%	6	5.22%	6	5.71%	5.45%
Hispanic	42	4.13%	43	4.19%	45	4.31%	4.25%
White	43	2.73%	48	3.03%	42	2.75%	2.65%
Amer Ind	*	*	*	*	*	*	0.00%
Asian	9	5.36%	*	*	*	*	0.58%

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. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# 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	*	*	*	*	*	*	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	*	*	*	*	*	*	0.00%
Asian	*	*	*	*	*	*	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. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Fall Enrollment (PEIMS Snapshot Date)

	2012-13 Actual	2013-14 Estimated
All Students	2894	2895
Afr Amer	108	103
Hispanic	986	971
White	1529	1482
Amer Ind	9	6
Asian	149	157
Two+	105	172

Data Source: Actual-TAPR, Estimated-PEIMS Submission 1

### TELPAS - Students at Beginning Level in Second Year of Testing

	2012-13			2013-14			2014-15
	# Tested 2 Yrs	# Beginning 2013	%	# Tested 2 Yrs	# Beginning 2014	%	Improvement Goal
All Students	18	*	*	20	*	*	0%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	12	*	*	15	*	*	0%
White	*	*	*	13	*	*	0%
SpEd	*	*	*	*	*	*	0%
ECD	11	*	*	13	*	*	0%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

### Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		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	Afr Amer	84	60	71%	84	58	69%	37	24	65%	36	22	61%	36	30	83%	26	19	73%
F	Hispanic	777	585	75%	751	523	70%	419	304	73%	401	264	66%	424	310	73%	340	235	69%
F	White	1241	975	79%	1209	926	77%	629	508	81%	607	453	75%	619	504	81%	522	381	73%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		2102	1620	77%	2044	1507	74%	1085	836	77%	1044	739	71%	1079	844	78%	888	635	72%
M	Afr Amer	104	70	67%	100	74	74%	53	35	66%	50	32	64%	57	38	67%	42	25	60%
M	Hispanic	735	447	61%	715	467	65%	389	225	58%	376	230	61%	441	257	58%	354	219	62%
M	White	1249	861	69%	1220	857	70%	637	454	71%	608	422	69%	658	444	67%	515	364	71%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		2088	1378	66%	2035	1398	69%	1079	714	66%	1034	684	66%	1156	739	64%	911	608	67%
Total		4190	2998	72%	4079	2905	71%	2164	1550	72%	2078	1423	68%	2235	1583	71%	1799	1243	69%

Data Source: AISD Fitnessgram

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6112-86-013-5-24-0-00	Subs for Tchr - CP-9th Grade Init-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-00-013-5-24-0-00	Extra Duty - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-7F-013-5-24-0-00	Extra Duty - CP-DELTA-Bowie	9,000.00	0.00	0.00	9,000.00	100.00 %
199-11-6118-80-013-5-24-0-00	Extra Duty - CP-Tutor-Bowie	4,510.00	0.00	0.00	4,510.00	100.00 %
199-11-6118-81-013-5-24-0-00	Extra Duty - CP-STAAR-Bowie	25,000.00	0.00	0.00	25,000.00	100.00 %
199-11-6118-86-013-5-24-0-00	Extra Duty - CP-9th Grade Init-Bowie	5,503.00	0.00	250.07	5,252.93	95.45 %
199-11-6118-CP-013-5-24-0-00	Extra Duty - CP-Campus Cost-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-D3-013-5-24-0-00	Extra Duty - CP-Dropout Init-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R7-013-5-24-0-00	Extra Duty - CP-AYP Secondary-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-RA-013-5-24-0-00	Extra Duty - CP-Read 180 Program-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-00-013-5-24-0-00	Professional Salary - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-7F-013-5-24-0-00	Professional Salary - CP-DELTA-Bowie	101,424.00	0.00	13,461.55	87,962.45	86.72 %
199-11-6119-R1-013-5-24-0-00	Professional Salary - CP-CI Size Red-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-7F-013-5-24-0-00	Overtime - CP-DELTA-Bowie	0.00	0.00	9.43	-9.43	0.00 %
199-11-6125-00-013-5-24-0-00	Part-Time Hourly - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-45-013-5-24-0-00	Part-Time Hourly - CP-Summer Prog-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-80-013-5-24-0-00	Part-Time Hourly - CP-Tutor-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-7F-013-5-24-0-00	Support Personnel Salary - CP-DELTA-Bowie	25,414.00	0.00	2,815.46	22,598.54	88.92 %
199-11-6141-00-013-5-24-0-00	FICA - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-45-013-5-24-0-00	FICA - CP-Summer Prog-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-7F-013-5-24-0-00	FICA - CP-DELTA-Bowie	7,885.00	0.00	1,032.06	6,852.94	86.91 %
199-11-6141-80-013-5-24-0-00	FICA - CP-Tutor-Bowie	354.00	0.00	0.00	354.00	100.00 %
199-11-6141-81-013-5-24-0-00	FICA - CP-STAAR-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-86-013-5-24-0-00	FICA - CP-9th Grade Init-Bowie	432.00	0.00	19.13	412.87	95.57 %
199-11-6141-CP-013-5-24-0-00	FICA - CP-Campus Cost-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-D3-013-5-24-0-00	FICA - CP-Dropout Init-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R1-013-5-24-0-00	FICA - CP-CI Size Red-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R7-013-5-24-0-00	FICA - CP-AYP Secondary-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RA-013-5-24-0-00	FICA - CP-Read 180 Program-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-00-013-5-24-0-00	Health/Life Ins - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-7F-013-5-24-0-00	Health/Life Ins - CP-DELTA-Bowie	15,536.00	0.00	1,349.40	14,186.60	91.31 %
199-11-6142-80-013-5-24-0-00	Health/Life Ins - CP-Tutor-Bowie	0.00	0.00	0.00	0.00	0.00 %

User: SPATTERS  
Report: CAMPUS\_EXP  
Instance: Austin ISD-Production

Current Date: 10/16/2014  
Time: 13:24:00  
Page: 1

**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6142-86-013-5-24-0-00	Health/Life Ins - CP-9th Grade Init-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R1-013-5-24-0-00	Health/Life Ins - CP-CI Size Red-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-00-013-5-24-0-00	Wk's Comp - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-45-013-5-24-0-00	Wk's Comp - CP-Summer Prog-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-7F-013-5-24-0-00	Wk's Comp - CP-DELTA-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-80-013-5-24-0-00	Wk's Comp - CP-Tutor-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-81-013-5-24-0-00	Wk's Comp - CP-STAAR-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-86-013-5-24-0-00	Wk's Comp - CP-9th Grade Init-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-CP-013-5-24-0-00	Wk's Comp - CP-Campus Cost-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-D3-013-5-24-0-00	Wk's Comp - CP-Dropout Init-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R1-013-5-24-0-00	Wk's Comp - CP-CI Size Red-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R7-013-5-24-0-00	Wk's Comp - CP-AYP Secondary-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-013-5-24-0-00	Teacher Retirement - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-7F-013-5-24-0-00	Teacher Retirement - CP-DELTA-Bowie	2,087.00	0.00	141.52	1,945.48	93.21 %
199-11-6146-80-013-5-24-0-00	Teacher Retirement - CP-Tutor-Bowie	25.00	0.00	0.00	25.00	100.00 %
199-11-6146-81-013-5-24-0-00	Teacher Retirement - CP-STAAR-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-86-013-5-24-0-00	Teacher Retirement - CP-9th Grade Init-Bowie	0.00	0.00	3.00	-3.00	0.00 %
199-11-6146-CP-013-5-24-0-00	Teacher Retirement - CP-Campus Cost-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-D3-013-5-24-0-00	Teacher Retirement - CP-Dropout Init-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R1-013-5-24-0-00	Teacher Retirement - CP-CI Size Red-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R7-013-5-24-0-00	Teacher Retirement - CP-AYP Secondary-Bowie	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<b>197,170.00</b>	<b>0.00</b>	<b>19,081.62</b>	<b>178,088.38</b>	
199-11-6397-81-013-5-24-0-00	Software - CP-STAAR-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6397-RA-013-5-24-0-00	Software - CP-Read 180 Program-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-45-013-5-24-0-00	General Supplies - CP-Summer Prog-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-013-5-24-0-00	General Supplies - CP-Campus Cost-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-RA-013-5-24-0-00	General Supplies - CP-Read 180 Program-Bowie	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	
199-11-6499-TF-013-5-24-0-00	Misc Operating Expenses - CP-Transition-Bowie	0.00	0.00	0.00	0.00	0.00 %

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**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
<b>Total 6400 Other Operating Costs</b>		0.00	0.00	0.00	0.00	
<b>11 Total</b>		197,170.00	0.00	19,081.62	178,088.38	
199-13-6119-00-013-5-24-0-00	Professional Salary - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-013-5-24-0-00	FICA - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-013-5-24-0-00	Health/Life Ins - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-013-5-24-0-00	Wk's Comp - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-013-5-24-0-00	Teacher Retirement - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
199-13-6298-R6-013-5-24-0-00	Misc Contracted Services - CP-Tech Support/1D-Bowie	1,693.00	1,692.31	0.00	0.69	0.04 %
<b>Total 6200 Purchase &amp; Contracted Services</b>		1,693.00	1,692.31	0.00	0.69	
199-13-6411-00-013-5-24-0-00	Employee Travel - CP-Bowie	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		0.00	0.00	0.00	0.00	
<b>13 Total</b>		1,693.00	1,692.31	0.00	0.69	
199-23-6118-DE-013-5-24-0-00	Extra Duty - CP-Aft Sch Det-Bowie	10,644.00	0.00	0.00	10,644.00	100.00 %
199-23-6121-7F-013-5-24-0-00	Overtime - CP-DELTA-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-23-6121-DE-013-5-24-0-00	Overtime - CP-Aft Sch Det-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-23-6129-7F-013-5-24-0-00	Support Personnel Salary - CP-DELTA-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-7F-013-5-24-0-00	FICA - CP-DELTA-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-DE-013-5-24-0-00	FICA - CP-Aft Sch Det-Bowie	815.00	0.00	0.00	815.00	100.00 %
199-23-6142-7F-013-5-24-0-00	Health/Life Ins - CP-DELTA-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-7F-013-5-24-0-00	Wk's Comp - CP-DELTA-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-DE-013-5-24-0-00	Wk's Comp - CP-Aft Sch Det-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-7F-013-5-24-0-00	Teacher Retirement - CP-DELTA-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-DE-013-5-24-0-00	Teacher Retirement - CP-Aft Sch Det-Bowie	21.00	0.00	0.00	21.00	100.00 %

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**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
<b>Total 6100 Payroll Costs</b>		11,480.00	0.00	0.00	11,480.00	
199-23-6396-R6-013-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		0.00	0.00	0.00	0.00	
<b>23 Total</b>		11,480.00	0.00	0.00	11,480.00	
199-32-6139-MB-013-5-24-0-00	Employee Allowance - CP-Mobile Phone-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-32-6141-MB-013-5-24-0-00	FICA - CP-Mobile Phone-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-MB-013-5-24-0-00	Wk's Comp - CP-Mobile Phone-Bowie	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
<b>32 Total</b>		0.00	0.00	0.00	0.00	
199-52-6125-45-013-5-24-0-00	Part-Time Hourly - CP-Summer Prog-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-52-6141-45-013-5-24-0-00	FICA - CP-Summer Prog-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-52-6143-45-013-5-24-0-00	Wk's Comp - CP-Summer Prog-Bowie	0.00	0.00	0.00	0.00	0.00 %
199-52-6146-45-013-5-24-0-00	Teacher Retirement - CP-Summer Prog-Bowie	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
<b>52 Total</b>		0.00	0.00	0.00	0.00	
<b>Total Fund 199 General Fund</b>		210,343.00	1,692.31	19,081.62	189,569.07	

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**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		210,343.00	1,692.31	19,081.62	189,569.07	

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