



Bedichek Middle 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 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 | 6 |
| • By campus administration and/or leadership team | 24 |

We confirm the above information as correct ...

| Position | Name | Date |
|-----------|------------------|---------|
| Principal | Dan Diehl | 10/1/14 |
| Co-Chair | Charles DiTullio | 10/1/14 |
| Co-Chair | Brianne Connor | 10/1/14 |



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 | Dan Diehl |
| Assistant Principal | Joshua Kaiser |

| Regularly Scheduled CAC meetings: | |
|--|------------------|
| Day of the Month (e.g., 2 nd Tues): | Second Wednesday |
| Time:6:00 p.m. | |

| Voting Members | Name | CAC Co-Chair (✓) | CAC Sec. (✓) | PTA Pres. (✓) | Classroom Teacher (✓) | SpEd Expertise (✓) | Other Prof. Staff Member (Give Title) |
|---------------------------|---------------------|------------------------|--------------------|---------------------|-----------------------------|--------------------------|---|
| Parent | Mayra Briones | | | | | | |
| Parent | Denise Brown | | | ✓ | | | |
| Parent | Santarita Frejil | | | | | | |
| Parent | Hope Robles | | | | | | |
| Parent | Charles DiTullio | ✓ | | | | | |
| Parent | Daniella Medrano | | | | | | |
| Professional Staff Member | Brianne Connor | ✓ | | | ✓ | | |
| Professional Staff Member | Chris Glynn | | | | ✓ | | |
| Professional Staff Member | Danielle Loftin | | ✓ | | ✓ | | |
| Professional Staff Member | Jennifer Pennington | | | | ✓ | ✓ | |
| Professional Staff Member | Monica Wyatt | | | | ✓ | | |
| Professional Staff Member | Travis Horne | | | | ✓ | | |
| Classified Staff Member | Magda Magallanez | | | | | | |
| Student (If Applicable) | Chris Brown | | | | | | |
| Student (If Applicable) | Alex DiTullio | | | | | | |
| Student (If Applicable) | Cali Tejero | | | | | | |
| Community Representative | Nanette Lukasik | | | | | | |
| Business Representative | T.J. Clinch | | | | | | |

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)

•

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

- STARR performance for English Language Learners and Special Education Students in Writing, Science, and Social Studies (Safeguards at State Performance Requirements)
- STARR performance for all campus groups in reading and math (Safeguards at Federal Performance Requirements)
- Percent of students scoring Advanced (level III) on all STAAR Assessments
- Closing the academic achievement gap for ELL, SPED, Hispanic, and African American subgroups as indicated on STAAR
- Suspension rates among African American subgroup
- Annual attendance rates

TITLE 1 COMPONENTS

All Title 1 schools must address the following components with their Campus Improvement Plans.

| Components | |
|-------------|---|
| Component # | Component |
| 1 | Comprehensive needs assessment |
| 2 | 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 |
| 3 | Instruction by highly qualified staff |
| 4 | High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards |
| 5 | Strategies to attract highly qualified teachers to high-need schools |
| 6 | Strategies to increase parental involvement |
| 7 | Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.) |
| 8 | Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards |
| 9 | Coordination and integration of federal, state, and local services and programs |
| 10 | Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results |
| 11 | <i>For Elementary:</i> Transition to K assistance to Pre-K/EC students |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

| Table #CI-1 <input checked="" type="checkbox"/> State: Below safeguard target | | | | | | |
|--|----------------------------------|---|--|---|--------------------------|-------------|
| Performance Objective: Increase STAAR Performance for ELL and Special Education Students in Writing, Science, and Social Studies | | | | | | |
| Applicable Strategic Plan Goal(s): Achievement gaps among all student groups will be eliminated. | | | | | | |
| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Teachers in all four CORE areas will place a heavy emphasis on graphic representations of vocabulary in the classroom developed by teachers and students. Students will maintain graphic representations in their interactive journals/notebooks and utilize these anchors of support. This will take place DAILY. | 1, 2, 3, 4, 8 | Teachers, Solutions Team, ELL Specialists | Professional Development specific to Interactive Student Notebooks | Admin will report proficiency or higher on 90% of teacher walk-throughs for student use of interactive journals or teacher/student use of visual/graphic representations of concepts/vocabulary | June 2015 | In Progress |
| Implement Spanish I Courses, create Spanish for Spanish Speaker classes | 8 | Master Scheduler | Assessment materials for screening | Implementation of Courses | August 2014 | Complete |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #CI-2 ☒ State: Below safeguard target

Performance Objective: Increase Level III performance on STAAR assessments for all subgroups

Applicable Strategic Plan Goal(s): All students will graduate ready for college, career, and life in a globally competitive economy.

| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|----------------------------------|---|--|--|--------------------------|-------------|
| All teachers will receive ongoing staff development in the implementation of AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading). Training and focus will be on in-depth use of Cornell Notes by students across school, daily recording of essential questions and assignment due dates in agendas, and organization of schoolwide binder. | 1, 2, 3, 4, 5, 8 | Principal: Dan Diehl, AVID Coordinator: Mr. Rebmann AVID Site Team Resources: Time for teachers to collaborate around strategies and experts to present strategies to teachers. | Summer Institute, Path Training, monthly staff meeting presentations by AVID site team | Walk through data collection will reveal that at a rate of 90% administrators will see proficiency of student use of AVID Binders, Cornell Notes, and WICOR Strategies in their daily instruction as noted in walk-throughs. | June 2015 | In Progress |
| Implement use of iPads for instructional purposes with all Einstein Jr. Advanced Academic Program students | | Principal, Technology Support Specialist | iPads, Applications | Students utilizing technology regularly in classroom | Ongoing | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|---|--|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #CI-3 ☐ State: Below safeguard target

Performance Objective: Increase student literacy levels

Applicable Strategic Plan Goal(s): All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|----------------------------------|--|---|--|--------------------------|-------------|
| ELA teachers will screen students for lexile growth and engage students in reading high quantities of text within their Zone of Proximal development. Students will increase comprehension and fluency as they read consistently in their Zone of Proximal Development. | 1, 2, 8 | Asst Principal: Joshua Kaiser ELA Dept Chair: Derek Kinard Librarian: Abby Green | Resources: SRI, Reading Counts Quizzes, Lexiled Library | Students will increase their lexile an average of 75 points or higher from September SRI to March SRI. | June 2015 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|---|--|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #CI-4

☐ State: Below safeguard target

Performance Objective: Create and maintain a college-going culture/atmosphere

Applicable Strategic Plan Goal(s): All students will graduate ready for college, career, and life in a globally competitive economy.

| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|--|----------------------------------|--|---|--|--------------------------|-------------|
| Increase the college going culture on campus by reaching out to students, parents, and staff members to motivate and educate stakeholders regarding college readiness. Bedichek will demonstrate a visible and pervasive college-going culture so that visitors and stakeholders will see tangible evidence of this emphasis when they arrive on campus. | 2, 6 | Assistant Principal Joshua Kaiser, AVID Coordinator Mariza Rebmann, AVID Site Team | Construction paper, markers, pennants, college t-shirts, College Corner materials | College going culture contributes to Bedichek Validation as AVID National Demonstration School | February 2015 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #CI-5 ☒ State: Below safeguard target

Performance Objective: Align Daily Classroom Lessons/Student Activities to TEKS

Applicable Strategic Plan Goal(s): Achievement gaps among all student groups will be eliminated.

| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|--|----------------------------------|--|--|---|--------------------------|-------------|
| Prof. Learning Teams will use common planning period to: 1. Review CRMs, SE Item Analysis, release questions 2. Unpack and deconstruct the SEs 3. Write a Performance-Based Common Assessment 4. Create Lesson Plans in 1 week increments 5. Use data from Student Performance Assessment (SPA) to create flexible groupings, reteach, and revisit. | 1, 2, 3, 4, 5, 7, 8, | ALL Core Teachers Principal Dan Diehl Solutions Team | TEKS, CRMs, Curriculum Support, Kilgo Training, Solutions Team Support | 100% of "Teachers will use PLT resources of the instructional calendar to support standards-based instruction as studied during PLT Meetings" as indicated by Proficient during administrative walk throughs. | Ongoing | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #CI-6 ☐ State: Below safeguard target

Performance Objective: Increase Student Attendance

Applicable Strategic Plan Goal(s): All students will perform at or above grade level.

| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|--|----------------------------------|--|--|---|--------------------------|-------------|
| BMS will implement a balanced attendance plan with incentives and interventions to increase improve school attendance. Students will receive recognitions/incentives for perfect attendance every three weeks. Students with 18 or more absences during 2013-2014 will be placed on contract and assigned staff mentors. | 1, 8, | Attendance Clerk, Elective Teachers (mentors), Admin | eCST, support from Justice of Peace Precinct 3 | School-wide attendance will increase from 95.2% to 95.8% for the 2014-2015school year | June 2015 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #CI-7 ☐ State: Below safeguard target

Performance Objective: Implement Creative Learning Initiative

Applicable Strategic Plan Goal(s): All students will perform at or above grade level.

| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|----------------------------------|---|--|--|--------------------------|-------------|
| More than 75% of teachers will use arts based strategies or integrated curriculum at least once a week | | CLI Coaches, Teachers | Professional Development, Coaching | Teacher survey conducted by CLI | by June 2016 | In Progress |
| Bedichek will implement 3 community building arts experiences for most faculty and/or many community annually. | | CLI Staff, Campus Leadership Team | Access to program opportunities | Successful completion of three activities | By June 2015 | Planning |
| Value of creative learning is communicated to families monthly using the weekly Bobcat Update and at Back to School Night | | Principal | Access to School Messenger, materials from CLI Staff | Completion of monthly communications | By June 2015 | In Progress |
| Each grade level will experience a performance, workshop, or exhibition in 1 art form and 1 multi-visit residency | | CLI Leadership Team | Access to Arts Presentations and assemblies, funds | Completion of activities | By June 2015 | Planning |
| Bedichek will provide after-school opportunities in the arts for all grade levels in 2 art forms | | Band, Orchestra, Choir, Theater Instructors | none | Student participation | By June 2015 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|---|--|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #DR-1

| Performance Objective: 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 | | | | | | |
| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Making healthy nutrition choices and information will be shared with campus staff, parents and students to positively influence the health of student and community members (through newsletters, email, school events, etc.)(STAFF WELLNESS) | 8 | PE Dept. and CATCH Committee | Resources in hand | Calendar of meals in cafeteria, emails, announcements | May 2015 | In Progress |
| Plan events, activities and announcements that the CSH team and the Student Wellness Team (SWT) can implement throughout the year (Ex: CATCH or Family Fitness Night, Fruity Friday, morning announcement) | 8 | PE Instructors, CATCH Committee | Resources in hand | CATCH Event, Staff Dev. On Brain Breaks | June 2015 | In Progress |
| Plan and Implement PE lessons that include 50% of | 8 | PE Instructors | Resources in hand | Walk-through Data | Ongoing | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|---|--|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #DR-1

| Performance Objective: Students and staff will achieve health and fitness through: <ol style="list-style-type: none"> 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 | | | | | | |
| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| moderate to vigorous activity weekly | | | | | | |
| Increase the percent of students in the Healthy Zone for Aerobic Capacity and Sit and Reach and Trunk Lift | 8 | PE Dept. and Darrick Norton | Resources in hand | Increase from diagnostic results to final results of 3-5% | May 2015 | In Progress |
| Provide staff fitness classes (X-Fit) after school two days per week (STAFF WELLNESS) | | Joshua Kaiser, AP | Resources in hand | Staff attendance | Ongoing | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
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| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|--|----------------------------------|--|--|---|--------------------------|-------------|
| Implement Counseling services through Communities in Schools, reduction in bullying behaviors and support for students experiencing depression | 8 | Michelle Covington, Coordinator | none | Increased student attendance and academic achievement | June 2015 | In Progress |
| Utilize Council on At Risk Youth to teach replacement behaviors to at risk students with anger control issues | 8 | Carlos Sanchez, Coordinator | none | Reduction in violent acts of behavior and increased school engagement for students receiving services | June 2015 | In Progress |
| BMS will participate in activities and maintain No Place for Hate designation as recognized by the Anti-Defamation League | 9 | Fadi Weshahi, Lead Teacher for No Place for Hate | Materials, curriculum, training provided by AISD and ADL | Certificate of Completion | June 2015 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|---|--|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #DR-3

Performance Objective: Parental involvement will be encouraged.

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

| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|----------------------------------|--|---|--|--------------------------|-------------|
| Parents of 8 th grade students will be educated on SSI-GPC requirements | 10 | Admin Team | Funds for mailing letters, snacks for parent meetings | SSI-GPC Letters, documentation, parent sign-in from meetings | August 2014 | In Progress |
| Watch Dogs program to be implemented with a goal of 20 parents participating in campus activities every two weeks | 6 | Frutoso Robledo, Parent Support Specialist | Training | Parent/Visitor Sign In from events | March 2014 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
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| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

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 | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|--|----------------------------------|---|--|---|--------------------------|-------------|
| All Bedichek teachers will learn and implement AVID Instructional Strategies | 2,3,4,8 | AVID Coordinator/AVID Site Team/Principal | Funds for SI/PATH trainings | Administrative Walk Through Data indicating use of AVID instructional strategies | Ongoing | In progress |
| Creative Learning Initiative – all Bedichek teachers will learn and implement instructional strategies | 2,3,4,5,8 | CLI Team/Principal | Professional Development, field trip opportunities, supplies and materials | CLI Participation Surveys | Ongoing | In progress |
| Kilgo Training for science, math, and ELA teachers | 2,3, 8 | Admin/Dept. Chairs | Funds to send teachers to training | Administrative Walk through and lesson plan analysis to show alignment of TEKS and student activities | Fall 2014 | In progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

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

Special Education Identification – All Levels

| Table #DR-5 | | | | | | |
|--|----------------------------------|---|--|---|--|-------------|
| Performance Objective: Reduce special education identification rate. | | | | | | |
| Condition: If rate > 8.5% | | | | | Source: SPED C-IEP (A) 4 th 6 weeks | |
| Campus Rate: 14.6% | | Does campus performance require inclusion of this objective? (Yes or No): Yes | | | | |
| Applicable Strategic Plan Goal(s): 1,2,4 | | | | | | |
| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Utilize Response to Intervention strategies to meet student needs in a timely manner, reducing the potential for special education identification. | 7, 8 | Admin, SPED teachers, Gen Ed Teachers | Rtl training, strategic interventions | No students will be identified for special education services during their time at Bedichek Middle School | Ongoing | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

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: 17.0 | | Does campus performance require inclusion of this objective? (Yes or No): Yes | | | | |
| Applicable Strategic Plan Goal(s): 1,2,4 | | | | | | |
| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Staff will implement school-wide discipline procedures to increase student engagement and reduce disciplinary referrals including the ability to use a buddy teacher for small infractions. | 2 | SEL, CST Teams, Administration, Teachers | Professional Development on Power Struggles for all staff | Reduction of discretionary ISS referrals of special education students. | August and October | In Progress |

Campus Climate and Culture – MS Level Only

| Table #DR-19 | | | | | | |
|---|----------------------------------|--|--|--|--------------------------|-------------|
| Performance Objective: Improve overall campus climate and culture. | | | | | | |
| Applicable Strategic Plan Goal(s): 1,2 | | | | | | |
| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
| Staff will implement school-wide discipline procedures to increase student engagement and | 1, 8, | Assistant Principals: Kaiser, Vohl, Neesman. Attendance Clerk. | Alternatives to suspension, SEL support (de-escalation and power struggles | Reduction of Deeds referrals by 5% from previous year (796) to less than 756 total | June 2015 | In Progress |

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components | | |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> | | |
| 1 Needs assessment | 5 Strategies to attract HQ teachers | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy | 6 Increased parental involvement | 9 Coordination & integration of federal, state and local programs |
| 3 Instruction by HQ staff | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results |
| 4 Ongoing PD | | 11 Elementary Schools only: EC/PK/EL transition programs |

Table #DR-19

Performance Objective: Improve overall campus climate and culture.

Applicable Strategic Plan Goal(s): 1,2

| Specific Improvement Strategy | Title 1 (list all that apply) | Responsible Person(s) | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion | Status |
|---|----------------------------------|--|---|--|--------------------------|----------|
| reduce disciplinary referrals. Specific strategies include incentives each 6 weeks whereby students will receive weekly feedback on points gained towards the incentive goal threshold. In addition staff will continue to implement a CLUB program during the 2014-2015 School Year. | | Club/CAT Teachers | training for staff), trade out ISS instructor for Security Guard | | | |
| Educate students on bullying behaviors and how to prevent – become an upstander instead of a bystander | 2, 9 | No Place for Hate Team, Michelle Covington CIS | Provide student assemblies and ongoing support to train all students to be upstanders | Completion of Don't Be a Monster Assembly | October | Complete |
| Implement monthly team building activities with staff to enhance communication and trust, recognize successes, and problem solve collaboratively. | 1, 5, | Admin Team | SEL support, funds for recognitions/celebrations | TELL Staff Survey will reflect return to gains made in 2012-2013 on identified indicators (Q3.1a-Q3.1d) in the area of | June 2015 | 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:

| Programs/Services | Describe how the campus is meeting needs of at-risk students with SCE resources: |
|---------------------------|--|
| After School Tutorials | Academic support for students at risk for not passing STAAR, support provided by classroom teachers in math, ELA, Social Studies (8), and Science (8) |
| AVID Programming | Provide Staffing, Field Trips and teacher professional development to create College Readiness for Bedichek Middle School Students. Serves students identified as at risk of not graduating and underrepresented in post-secondary ed. |
| After-school detention | Provide a teacher to assist students with homework assignments during after school detention. Students served are identified as needing additional social, emotional, behavioral, and academic interventions (at-risk) to promote effective learning. |
| AVID Tutorials | Tutoring by College students in AVID Elective class utilizing Socratic method and trained by AVID Center. Serves students identified as at risk of not graduating and underrepresented in post-secondary ed. |
| Parent Support Specialist | Increase parent involvement by implementing Watch Dogs Programs and Parent Connect Seminars, translating for parent/teacher meetings, providing access to community resources. PSS prioritizes serving families in need of additional school-based and community supports to promote stabilization and effective learning environments and parental involvement. |
| AVID Programming | Provide Staffing, Field Trips and teacher professional development to create College Readiness for Bedichek Middle School Students. Serves students identified as at risk of not graduating and underrepresented in post-secondary ed. |
| After-school detention | Provide a teacher to assist students with homework assignments during after school detention. Students served are identified as needing additional social, emotional, behavioral, and academic interventions (at-risk) to promote effective learning. |
| AVID Tutorials | Tutoring by College students in AVID Elective class utilizing Socratic method and trained by AVID Center. Serves students identified as at risk of not graduating and |

| Programs/Services | Describe how the campus is meeting needs of at-risk students with SCE resources: |
|---------------------------|--|
| | underrepresented in post-secondary ed. |
| Parent Support Specialist | Increase parent involvement by implementing Watch Dogs Programs and Parent Connect Seminars, translating for parent/teacher meetings, providing access to community resources. PSS prioritizes serving families in need of additional school-based and community supports to promote stabilization and effective learning environments and parental involvement. |
| AVID Programming | Provide Staffing, Field Trips and teacher professional development to create College Readiness for Bedichek Middle School Students. Serves students identified as at risk of not graduating and underrepresented in post-secondary ed. |
| After-school detention | Provide a teacher to assist students with homework assignments during after school detention. Students served are identified as needing additional social, emotional, behavioral, and academic interventions (at-risk) to promote effective learning. |
| AVID Tutorials | Tutoring by College students in AVID Elective class utilizing Socratic method and trained by AVID Center. Serves students identified as at risk of not graduating and underrepresented in post-secondary ed. |

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 |
| 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, but check at least one):

| | |
|---|---|
| | Offer early-bird signing bonuses to teachers at Title I campuses |
| X | 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 |
| X | 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, 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 |
| X | Pay for study courses for required exams |
| X | Pay for passed exams |
| X | 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.

APPENDIX T-1
Office of State and Federal Accountability Audit Checklist: Components for Title I Schools
(All Title I Schools)

For all Title I schools, indicate the campus and/or district action plan table #(s) on which the following components can be found:

| Components | | Objective Table #(s) |
|--------------------|---|---|
| Component # | Component | |
| 1 | Comprehensive needs assessment | #CI-1, #CI-2, #CI-3, #CI-5, #CI-6, #DR-19 |
| 2 | 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 | #CI-1, #CI-2, #CI-3, #CI-4, #CI-5, #DR-5 |
| 3 | Instruction by highly qualified staff | #CI-1, #CI-2, #CI-5, #DR-5 |
| 4 | High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards | #CI-1, #CI-2, #CI-5, #DR-5 |
| 5 | Strategies to attract highly qualified teachers to high-need schools | #CI-2, #CI-5, #DR-5, #DR-19 |
| 6 | Strategies to increase parental involvement | #CI-4, #DR-3, |
| 7 | Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.) | #CI-5, #DR-5 |
| 8 | Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards | #CI-1, #CI-2, #CI-3, #CI-4, #CI-5, #CI-6, #DR-1, #DR-2, #DR-5, #DR-19 |
| 9 | Coordination and integration of federal, state, and local services and programs | #DR-2 |
| 10 | Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results | #DR-3 |
| 11 | <i>For Elementary:</i> Transition to K assistance to Pre-K/EC students | N/A |

| Campus : <u>Bedichek MS</u> | | | Date: <u>2-14-14</u> | | |
|---|---------|--|---|-----------------------|---|
| <i>This table provides an executive summary of Title I expenditures, and ties them directly to improving student performance, as identified in the Needs Assessment and corresponding strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items. Please insert additional rows in the table as needed.</i> | | | | | |
| Type of Expenditure | ACCT # | How will Expenditure Improve Student Performance? | | Amount of Expenditure | How will impact be assessed? |
| | | Improvement strategy | Needs Assessment | | |
| Personnel | | | | | |
| *.5 AP | 23-6119 | AP will conduct regular walk throughs in classrooms and meet with counselor weekly to identify proper intervention responses for struggling students | To provide instructional support for staff to help ensure quality curriculum delivery and academic support for students | \$38,305.50 | Increase student academic growth as evidenced in summative high stakes assessments and local assessments |
| *.5 AP | 23-6119 | AP will conduct regular walk throughs in classrooms and meet with counselor weekly to identify proper intervention responses for struggling students | To provide instructional support for staff to help ensure quality curriculum delivery and academic support for students | \$38,305.50 | Increase student academic growth as evidenced in summative high stakes assessments and local assessments |
| *Teacher | 11-6119 | | | \$0.00 | |
| *Specialists(s)/Coach(s) - w/teachers | 13-6119 | | | \$0.00 | |
| *TA(s) | 11-6129 | | | \$0.00 | |
| *Technology Specialist | 53-6129 | Improve the effective functioning and use of technology. Utilize interactive technology in the classroom. PD on incorporating technology into the classroom using in-house knowledge to present use of technology. | Increased technology items and use resulting in assistance and high number of heat tickets. Increase availability of and training for technology to students and staff. | \$36,900.00 | Increased student access to technology and learning tools, resulting in higher academic achievement as measured on local and high stakes assessments. |
| Technology Specialist Part Time Hour | 53-6125 | Install current software and updated hardware to give students access to technological resources for learning. | To have technology up and running with current updates on first day of school for students and staff. | \$400.00 | Increased student access to technology and learning tools, resulting in higher academic achievement as measured on local and high stakes assessments. |
| *.5 PSS | 61-6129 | Increase parent participation through regular monthly coffees (meetings), implementation of a Dad's club program, and increased home visits, parent enrollment and registration process in summer. | Parent engagement, access, and communication factors prevent consistent, effective communication with many parents, including the 40% whose first language is not English | \$17,376.00 | Increased parent participation will result in higher levels of student attendance, improved behavior, and increased academic performance |
| Ext Duty - Teachers Tutoring | 11-6118 | Targeted tutoring will be provided for student who need additional support through before/after school instruction, Saturday School | Increase students meeting or exceeding STARR passing standards, and close STARR performance gaps between all student groups, tutoring, training, planning | \$4,800.00 | Increase student academic growth as evidenced in summative high stakes assessments and local assessments |

| Campus : <u>Bedichek MS</u> | | | | | Date: <u>2-14-14</u> |
|---|---------|---|--|-----------------------|---|
| <i>This table provides an executive summary of Title I expenditures, and ties them directly to improving student performance, as identified in the Needs Assessment and corresponding strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items. Please insert additional rows in the table as needed.</i> | | | | | |
| Type of Expenditure | ACCT # | How will Expenditure Improve Student Performance? | | Amount of Expenditure | How will impact be assessed? |
| | | Improvement strategy | Needs Assessment | | |
| Ext Duty - Teachers Planning | 13-8118 | Teachers will collaborate to develop lesson plans and learn new instructional strategies to implement with students and prepare for staff development | Teachers need to stay on top of latest instructional strategies, changes in curriculum and best practices | \$2,000.00 | Increased student academic growth as evidenced in summative high stakes assessments and local assessments. |
| Subs | 11-8112 | Additional support within classroom for small groups | students with varying abilities in classroom in need of more one on one and small group assistance | \$3,000.00 | Increase student scores on classroom assessments and benchmarks |
| PT Hourly | 11-8125 | | | \$0.00 | |
| *Salary Adjustment = 5% of salaries | 11-8148 | AP will conduct regular walk throughs in classrooms and meet with counselor weekly to identify proper intervention responses for struggling students | To provide instructional support for staff to help | \$6,544.00 | Increase student academic growth as evidenced in summative high stakes assessments and local assessments |
| | | | | \$0.00 | |
| Instructional Supplies, Materials, and Equipment (Function 11) | ACCT# | | | | |
| Part Time Hourly | 11-8125 | AVID Tutors will lead Socratic Tutorials in CORE classes | Students need support with understanding challenging concepts and applying new learning. | \$8,573.00 | Increase student academic growth as evidenced in summative high stakes assessments and local assessments |
| Copier Rental | 11-8285 | | | \$0.00 | |
| Misc Contr Svcs | 11-8298 | | | \$0.00 | |
| Reproduction Costs | 11-8299 | | | \$0.00 | |
| Reading Materials | 11-8329 | | | \$0.00 | |
| Testing Materials (STAAR) | 11-8339 | Students will take the PSAT with High School students on a high school campus (Crockett HS) in October 2014 | Students need experience taking college preparatory examinations with rigorous questions | \$1,800.00 | |
| Computer Related Equip <\$5000 | 11-8396 | Students will utilize applications on iPads for inquiry based learning and reading comprehension exercises | Greater access to learning tools online for all students | \$19,144.00 | increased student engagement and improved learning outcomes |
| Software | 11-8397 | Utilize reading software as a Tier III intervention. Poll students and staff using software to gauge levels of learning | Need for support for academic intervention for struggling readers and software to utilize for formative assessment practices | \$3,000.00 | Increased participation and engagement of school stakeholders and increased academic performance for at-risk students with reading challenges |

| Campus : <u>Bedichek MS</u> | | | | Date: <u>2-14-14</u> |
|---|---------|---|---|------------------------------|
| <i>This table provides an executive summary of Title I expenditures, and ties them directly to improving student performance, as identified in the Needs Assessment and corresponding strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items. Please insert additional rows in the table as needed.</i> | | | | |
| Type of Expenditure | ACCT # | How will Expenditure Improve Student Performance? | | Amount of Expenditure |
| | | Improvement strategy | Needs Assessment | How will impact be assessed? |
| General Supplies | 11-6399 | students to create interactive student notebooks for all CORE classes | composition books for student generated graphic representations and anchors of support | \$22,180.00 |
| Student Travel (Charter Bus) | 11-6412 | | | \$0.00 |
| Field Trips (Yellow Bus) | 11-6404 | Create positive exposure to life experiences that build positive contexts for learning. | To provide transportation to learning opportunities and community resources | \$400.00 |
| Food/Refreshments | 11-6407 | Students to be provided with high nutrition snacks each day of testing during break time | Snacks with high nutritional value for students to maintain focus and energy during high stakes assessments | \$8,000.00 |
| Misc Oper Exp | 11-6409 | | | \$0.00 |
| | | | | \$0.00 |
| Supplies, Materials, and Equipment (Function 13) | ACCT# | | | |
| Misc Contr Svcs | 13-6298 | | | \$0.00 |
| | | Teachers will increase their knowledge and skill sets on how to reach campus goals | Book studies on increasing rigor in classrooms, community involvement, engaging with students, teaching learners, and technology in the classroom | |
| Reading Materials | 13-6329 | | | \$2,000.00 |
| General Supplies | 13-6399 | | | \$0.00 |
| Emp Travel | 13-6411 | | | \$0.00 |
| | | | | \$0.00 |
| | | | | \$0.00 |
| Instructional Supplies/Materials (Function 12 Library) | ACCT# | | | |
| Reading Materials | 12-6329 | purchase additional books for library that students will check out and read | available books in various lexiles for students | \$620.00 |
| General Supplies | 12-6399 | | | \$0.00 |
| | | | | \$0.00 |
| Instructional Supplies/Materials (Function 23 Admin) | ACCT# | | | |
| Reading Materials | 23-6329 | | | \$0.00 |
| | | Participate in leadership retreat where data is analyzed, school goals developed, staff development planned for 2014-2015 school year | Plan for professional development that is responsive to current school performance and needs of stakeholders. | |
| Preparing Staff Development | 23-6118 | | | \$1,800.00 |
| General Supplies | 23-6399 | | | \$0.00 |

| Campus : <u>Bedichek MS</u> | | | | | Date: <u>2-14-14</u> |
|--|---------|--|---|-----------------------|---|
| This table provides an executive summary of Title I expenditures, and ties them directly to improving student performance, as identified in the Needs Assessment and corresponding strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items. Please insert additional rows in the table as needed. | | | | | |
| Type of Expenditure | ACCT # | How will Expenditure Improve Student Performance? | | Amount of Expenditure | How will impact be assessed? |
| | | Improvement strategy | Needs Assessment | | |
| Emp Travel | 23-8411 | Travel funds to be used on as needed basis for staff development | Need for exposure to latest instructional techniques and research on improving schools | \$9,000.00 | Implementation of new procedures learned during staff development seminars/workshops |
| | | | | \$0.00 | |
| Instructional Supplies/Materials (Function 31 Counselor) | ACCT# | | | | |
| Reading Materials | 31-8329 | | | \$0.00 | |
| General Supplies | 31-8399 | | | \$0.00 | |
| Misc Oper Exp | 31-8499 | | | \$0.00 | |
| | | | | \$0.00 | |
| Instructional Supplies/Materials (Function 61 Parent Involvement) | ACCT# | | | | |
| Reading Materials | 61-8329 | | | \$0.00 | |
| | | Utilize supplies to create engaging meetings/activities where parents are motivated to increase involvement on the campus | Supplies needed for parent meetings/activities including presentation materials | | Increased effective participation |
| General Supplies | 61-8399 | | | \$864.00 | |
| | | Parent Specialist will attend training that will support reaching Campus Goals, Visit students with truancy, attendance issues | to attend Parent support training and home visits | | Parental involvement will increase by 20% Increased Attendance and compliance with District school residency policies |
| Emp Travel | 61-8411 | | | \$680.00 | |
| | | Involve parents in decision making process and evaluation of student progress towards promotion to next grade level | Provide parents with latest update on student progress as well as specific teacher feedback and to develop Accelerated Instruction Plan, and make decisions regarding student placement | | Parent Involvement In process of grade placement meetings and student success at next placement. |
| Parent Meetings | 61-8118 | | | \$400.00 | |
| | | increase communication with and to garner input from parents and community members | Provide for parents and community functions | | Increased parent participation and resulting increased student achievement |
| Food/Refreshments | 61-8497 | | | \$3,000.00 | |
| | | | | \$0.00 | |
| Other Requests | | | | | |
| | | | | \$0.00 | |
| | | | | \$0.00 | |
| Total (Must Match BTO Total) | | | | \$227,092.00 | |

| | | | | | |
|---|--------|---|------------------|-----------------------|------------------------------|
| Campus : <u>Bedichek MS</u> | | | | Date: <u>2-14-14</u> | |
| <i>This table provides an executive summary of Title I expenditures, and ties them directly to improving student performance, as identified in the Needs Assessment and corresponding strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items. Please insert additional rows in the table as needed.</i> | | | | | |
| Type of Expenditure | ACCT # | How will Expenditure Improve Student Performance? | | Amount of Expenditure | How will impact be assessed? |
| Principal Approval | | Improvement strategy | Needs Assessment | Date: | |

Campus Scorecard 2014-15
054 - Bedichek Middle School

The following indicators are included in the campus scorecard:

| | Elementary | Middle School | High School |
|---|------------|---------------|-------------|
| STAAR / STAAR EOC by Subject - Level II Final ^{a,b} | ● | ● | ● |
| STAAR / STAAR EOC by Subject - Level III ^{a,b} | ● | ● | ● |
| STAAR / STAAR EOC Student Progress in Reading, Mathematics and Algebra I ^{a,c} | ● | ● | ● |
| 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 ^d | | | ● |

^a 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.

^b 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.

^c 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.

^d 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 Reading - Level II-Final

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 27% | 31% | 33% | 43% |
| Afr Amer | 18% | 21% | 28% | 39% |
| Hispanic | 26% | 29% | 31% | 41% |
| White | 46% | 58% | 51% | 58% |
| Asian | * | 67% | * | 51% |
| Two+ | 38% | 67% | 60% | 66% |
| SpEd | 27% | 32% | 29% | 40% |
| ECD | 26% | 28% | 29% | 40% |
| ELL | 7% | 15% | 12% | 25% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level II-Final

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 17% | 25% | 28% | 39% |
| Afr Amer | 11% | 13% | 17% | 29% |
| Hispanic | 16% | 24% | 27% | 38% |
| White | 25% | 37% | 39% | 48% |
| Asian | * | 17% | * | 64% |
| Two+ | 31% | 25% | 53% | 60% |
| SpEd | 31% | 45% | 37% | 47% |
| ECD | 16% | 23% | 27% | 38% |
| ELL | 12% | 24% | 15% | 28% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

Includes EOCs taken in Middle School

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level II-Final

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 15% | 17% | 14% | 27% |
| Afr Amer | 20% | 16% | * | 20% |
| Hispanic | 14% | 16% | 12% | 25% |
| White | 23% | 27% | 35% | 45% |
| Asian | * | * | * | 15% |
| Two+ | * | * | * | 66% |
| SpEd | 20% | 41% | 19% | 31% |
| ECD | 14% | 15% | 13% | 26% |
| ELL | 8% | 12% | * | 18% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level II-Final

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 19% | 27% | 30% | 41% |
| Afr Amer | 24% | 21% | * | 24% |
| Hispanic | 16% | 24% | 28% | 39% |
| White | 42% | 55% | 67% | 72% |
| Asian | * | - | * | 15% |
| Two+ | * | * | * | 15% |
| SpEd | 7% | 33% | 23% | 34% |
| ECD | 16% | 24% | 26% | 37% |
| ELL | 8% | 14% | * | 23% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Social Studies - Level II-Final

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 11% | 18% | 16% | 28% |
| Afr Amer | 10% | 13% | * | 15% |
| Hispanic | 9% | 15% | 14% | 26% |
| White | 17% | 38% | 47% | 55% |
| Asian | * | - | * | 15% |
| Two+ | * | * | * | 36% |
| SpEd | 7% | 30% | 12% | 26% |
| ECD | 9% | 18% | 13% | 26% |
| ELL | 8% | 12% | * | 19% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Level III

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 9% | 9% | 10% | 14% |
| Afr Amer | 5% | 4% | * | 12% |
| Hispanic | 8% | 9% | 8% | 13% |
| White | 15% | 18% | 22% | 26% |
| Asian | * | <1% | * | 19% |
| Two+ | <1% | 17% | * | 24% |
| SpEd | 2% | 3% | * | 7% |
| ECD | 8% | 9% | 8% | 13% |
| ELL | 1% | 1% | * | 7% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level III

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 4% | 6% | 6% | 10% |
| Afr Amer | <1% | 1% | * | 9% |
| Hispanic | 4% | 5% | 5% | 10% |
| White | 4% | 12% | 11% | 16% |
| Asian | * | 17% | * | 5% |
| Two+ | <1% | <1% | * | 11% |
| SpEd | 3% | 7% | 7% | 11% |
| ECD | 4% | 6% | 5% | 10% |
| ELL | 2% | 4% | 4% | 8% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

Includes EOCs taken in Middle School

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level III

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 1% | 1% | * | 6% |
| Afr Amer | <1% | <1% | * | 5% |
| Hispanic | 1% | 1% | * | 5% |
| White | <1% | 4% | * | 13% |
| Asian | * | * | * | 5% |
| Two+ | * | * | * | 5% |
| SpEd | 2% | 2% | * | 5% |
| ECD | 1% | 1% | * | 5% |
| ELL | <1% | <1% | * | 5% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 5% | 8% | 11% | 16% |
| Afr Amer | 10% | 4% | * | 5% |
| Hispanic | 3% | 6% | 9% | 14% |
| White | 13% | 24% | 37% | 40% |
| Asian | * | - | * | 5% |
| Two+ | * | * | * | 5% |
| SpEd | <1% | 3% | * | 5% |
| ECD | 4% | 6% | 8% | 13% |
| ELL | <1% | 2% | * | 5% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Social Studies - Level III

| | 2011-12 Actual | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 3% | 5% | 5% | 10% |
| Afr Amer | <1% | 4% | * | 5% |
| Hispanic | 3% | 5% | 3% | 8% |
| White | 4% | 14% | 27% | 30% |
| Asian | * | - | * | 5% |
| Two+ | * | * | * | 29% |
| SpEd | <1% | 13% | * | 7% |
| ECD | 2% | 6% | 3% | 8% |
| ELL | <1% | 6% | * | 5% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Met or Exceeded Progress

| | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|----------------------|-----------------------------|
| All Students | 58% | 58% | 60% |
| Afr Amer | 54% | 59% | 60% |
| Hispanic | 57% | 58% | 60% |
| White | 64% | 58% | 60% |
| Amer Ind | * | * | 60% |
| Asian | * | * | 85% |
| Two+ | 58% | 50% | 60% |
| SpEd | 53% | 61% | 63% |
| ELL | - | 59% | 60% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Met or Exceeded Progress

| | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|----------------------|-----------------------------|
| All Students | 59% | 53% | 60% |
| Afr Amer | 71% | 54% | 60% |
| Hispanic | 57% | 52% | 60% |
| White | 63% | 60% | 62% |
| Amer Ind | * | * | 60% |
| Asian | * | * | 60% |
| Two+ | 67% | 50% | 60% |
| SpEd | 80% | 50% | 60% |
| ELL | - | 51% | 60% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files
Includes EOCs taken in Middle School

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Exceeded Progress

| | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|----------------------|-----------------------------|
| All Students | 16% | 14% | 16% |
| Afr Amer | 13% | 12% | 16% |
| Hispanic | 15% | 15% | 16% |
| White | 22% | 17% | 18% |
| Amer Ind | * | * | 16% |
| Asian | * | * | 16% |
| Two+ | 33% | * | 16% |
| SpEd | 13% | 11% | 16% |
| ELL | - | 11% | 16% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Exceeded Progress

| | 2012-13 Actual | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|----------------------|-----------------------------|
| All Students | 7% | 7% | 10% |
| Afr Amer | 11% | * | 10% |
| Hispanic | 7% | 7% | 10% |
| White | 8% | 7% | 10% |
| Amer Ind | * | * | 10% |
| Asian | * | * | 10% |
| Two+ | <1% | * | 10% |
| SpEd | 17% | 9% | 10% |
| ELL | - | 7% | 10% |

Data Source: Actual- TAPR, Estimated- Contractor's electronic files
Includes EOCs taken in Middle School

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Attendance

| | 2010-11 Actual | 2011-12 Actual | 2012-13 Estimated | 2013-14 Estimated | 2014-15 Improvement Goal |
|--------------|-------------------|-------------------|----------------------|----------------------|-----------------------------|
| All Students | 94.8% | 95.4% | 95.4% | 95.2% | 95.8% |
| Afr Amer | 94.3% | 94.7% | 94.5% | 94.7% | 95.8% |
| Hispanic | 95.1% | 95.6% | 95.6% | 95.2% | 95.8% |
| White | 92.5% | 94.5% | 94.8% | 95.4% | 95.8% |
| Amer Ind | * | <1% | * | * | 99.2% |
| Asian | * | 98.9% | 99.0% | 98.8% | 98.9% |
| Two+ | 93.1% | 93.9% | 95.8% | 95.8% | 96.0% |
| ECD | 94.9% | 95.4% | 95.4% | 95.1% | 95.8% |

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

* Denominator is less than 900(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 | 1.32% | 5 | <1% | 5 | <1% | 0.33% |
| Afr Amer | * | * | * | * | * | * | 0.00% |
| Hispanic | 12 | 1.30% | * | * | 5 | <1% | 0.33% |
| 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

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 | 164 | 14.46% | 171 | 14.90% | 138 | 12.15% | 10.00% |
| Afr Amer | 27 | 29.03% | 26 | 32.91% | 18 | 23.68% | 15.00% |
| Hispanic | 120 | 12.99% | 126 | 13.33% | 109 | 11.60% | 10.00% |
| White | 12 | 13.04% | 16 | 16.33% | 10 | 10.99% | 10.00% |
| 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

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 | 108 | 9.52% | 117 | 10.19% | 40 | 3.52% | 2.50% |
| Afr Amer | 18 | 19.35% | 25 | 31.65% | 6 | 7.89% | 2.50% |
| Hispanic | 80 | 8.66% | 80 | 8.47% | 32 | 3.40% | 2.50% |
| White | 8 | 8.70% | 11 | 11.22% | * | * | 2.00% |
| 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 | 1042 | 1023 |
| Afr Amer | 75 | 66 |
| Hispanic | 862 | 828 |
| White | 84 | 80 |
| Amer Ind | 1 | 2 |
| Asian | 7 | 8 |
| Two+ | 13 | 39 |

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 | 175 | * | * | 155 | * | * | 0% |
| Afr Amer | - | - | - | - | - | - | 0% |
| Hispanic | 171 | * | * | 152 | * | * | 0% |
| White | * | * | * | 106 | * | * | 0% |
| SpEd | 36 | * | * | 24 | * | * | 0% |
| ECD | 167 | * | * | 150 | * | * | 0% |

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 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 | 36 | 16 | 44% | 35 | 16 | 46% | 36 | 13 | 36% | 36 | 17 | 47% | 24 | 13 | 54% | 23 | 14 | 61% |
| F | Hispanic | 363 | 176 | 48% | 356 | 189 | 53% | 389 | 184 | 47% | 378 | 217 | 57% | 404 | 217 | 54% | 387 | 252 | 65% |
| F | White | 26 | 15 | 58% | 25 | 18 | 72% | 28 | 14 | 50% | 27 | 13 | 48% | 29 | 17 | 59% | 28 | 18 | 64% |
| F | Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| F | | 425 | 207 | 49% | 416 | 223 | 54% | 453 | 211 | 47% | 441 | 247 | 56% | 457 | 247 | 54% | 438 | 284 | 65% |
| M | Afr Amer | 37 | 22 | 59% | 37 | 29 | 78% | 28 | 21 | 75% | 28 | 24 | 86% | 32 | 19 | 59% | 31 | 27 | 87% |
| M | Hispanic | 416 | 203 | 49% | 413 | 304 | 74% | 403 | 196 | 49% | 397 | 298 | 75% | 393 | 171 | 44% | 383 | 273 | 71% |
| M | White | 55 | 24 | 44% | 54 | 33 | 61% | 51 | 27 | 53% | 49 | 30 | 61% | 47 | 27 | 57% | 46 | 32 | 70% |
| M | Asian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M | | 508 | 249 | 49% | 504 | 366 | 73% | 482 | 244 | 51% | 474 | 352 | 74% | 472 | 217 | 46% | 460 | 332 | 72% |
| Total | | 933 | 456 | 49% | 920 | 589 | 64% | 935 | 455 | 49% | 915 | 599 | 65% | 929 | 464 | 50% | 898 | 616 | 69% |

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 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. |
|------------------------------------|--|----------------------|--------------------|--------------------|----------------|------------------|
| 199-11-6118-00-054-5-24-0-00 | Extra Duty - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-45-054-5-24-0-00 | Extra Duty - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-80-054-5-24-0-00 | Extra Duty - CP-Tutor-Bedichek | 3,158.00 | 0.00 | 0.00 | 3,158.00 | 100.00 % |
| 199-11-6118-87-054-5-24-0-00 | Extra Duty - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-MI-054-5-24-0-00 | Extra Duty - CP-Vertical Team Supp-Bedichek | 0.00 | 0.00 | 7,757.70 | -7,757.70 | 0.00 % |
| 199-11-6118-NI-054-5-24-0-00 | Extra Duty - CP-Support NI-AU-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-R5-054-5-24-0-00 | Extra Duty - CP-Stdnt Supt Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-R7-054-5-24-0-00 | Extra Duty - CP-AYP Secondary-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-SL-054-5-24-0-00 | Extra Duty - CP-MS-Strugg Learners-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6118-B1-054-5-30-0-00 | Extra Duty - CP-AFL-Bedichek | 10,033.00 | 0.00 | 0.00 | 10,033.00 | 100.00 % |
| 199-11-6119-00-054-5-24-0-00 | Professional Salary - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6119-87-054-5-24-0-00 | Professional Salary - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6119-B3-054-5-24-0-00 | Professional Salary - CP-AVID-Bedichek | 51,816.00 | 0.00 | 9,733.48 | 42,082.52 | 81.21 % |
| 199-11-6121-80-054-5-24-0-00 | Overtime - CP-Tutor-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6121-87-054-5-24-0-00 | Overtime - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6121-R7-054-5-24-0-00 | Overtime - CP-AYP Secondary-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6125-87-054-5-24-0-00 | Part-Time Hourly - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6125-R5-054-5-24-0-00 | Part-Time Hourly - CP-Stdnt Supt Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6125-R7-054-5-24-0-00 | Part-Time Hourly - CP-AYP Secondary-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6129-87-054-5-24-0-00 | Support Personnel Salary - CP-Math/Read | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6129-R4-054-5-24-0-00 | Support Personnel Salary - CP-At Risk Stdnt | 48,000.00 | 0.00 | 0.00 | 48,000.00 | 100.00 % |
| 199-11-6141-00-054-5-24-0-00 | FICA - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-45-054-5-24-0-00 | FICA - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-80-054-5-24-0-00 | FICA - CP-Tutor-Bedichek | 248.00 | 0.00 | 0.00 | 248.00 | 100.00 % |
| 199-11-6141-87-054-5-24-0-00 | FICA - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-B3-054-5-24-0-00 | FICA - CP-AVID-Bedichek | 3,535.00 | 0.00 | 543.31 | 2,991.69 | 84.63 % |
| 199-11-6141-MI-054-5-24-0-00 | FICA - CP-Vertical Team Supp-Bedichek | 0.00 | 0.00 | 580.59 | -580.59 | 0.00 % |
| 199-11-6141-NI-054-5-24-0-00 | FICA - CP-Support NI-AU-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-R4-054-5-24-0-00 | FICA - CP-At Risk Stdnt Suppt-Bediche | 3,672.00 | 0.00 | 0.00 | 3,672.00 | 100.00 % |
| 199-11-6141-R5-054-5-24-0-00 | FICA - CP-Stdnt Supt Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-R7-054-5-24-0-00 | FICA - CP-AYP Secondary-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-SL-054-5-24-0-00 | FICA - CP-MS-Strugg Learners-Bedichek | 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: 15:01:42
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. |
|---------------------------------|---|-------------------|-------------|------------------|-------------------|-----------|
| 199-11-6141-B1-054-5-30-0-00 | FICA - CP-AFL-Bedichek | 768.00 | 0.00 | 0.00 | 768.00 | 100.00 % |
| 199-11-6142-00-054-5-24-0-00 | Health/Life Ins - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6142-80-054-5-24-0-00 | Health/Life Ins - CP-Tutor-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6142-87-054-5-24-0-00 | Health/Life Ins - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6142-B3-054-5-24-0-00 | Health/Life Ins - CP-AVID-Bedichek | 4,888.00 | 0.00 | 455.90 | 4,432.10 | 90.67 % |
| 199-11-6142-R4-054-5-24-0-00 | Health/Life Ins - CP-At Risk Stdnt Suppt-Bediche | 10,954.00 | 0.00 | 0.00 | 10,954.00 | 100.00 % |
| 199-11-6142-R5-054-5-24-0-00 | Health/Life Ins - CP-Stdnt Supt Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-00-054-5-24-0-00 | Wk's Comp - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-45-054-5-24-0-00 | Wk's Comp - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-80-054-5-24-0-00 | Wk's Comp - CP-Tutor-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-87-054-5-24-0-00 | Wk's Comp - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-B3-054-5-24-0-00 | Wk's Comp - CP-AVID-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-MI-054-5-24-0-00 | Wk's Comp - CP-Vertical Team Supp-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-NI-054-5-24-0-00 | Wk's Comp - CP-Support NI-AU-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-R4-054-5-24-0-00 | Wk's Comp - CP-At Risk Stdnt Suppt-Bediche | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-R5-054-5-24-0-00 | Wk's Comp - CP-Stdnt Supt Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-R7-054-5-24-0-00 | Wk's Comp - CP-AYP Secondary-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-SL-054-5-24-0-00 | Wk's Comp - CP-MS-Strugg Learners-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-B1-054-5-30-0-00 | Wk's Comp - CP-AFL-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-00-054-5-24-0-00 | Teacher Retirement - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-45-054-5-24-0-00 | Teacher Retirement - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-80-054-5-24-0-00 | Teacher Retirement - CP-Tutor-Bedichek | 17.00 | 0.00 | 0.00 | 17.00 | 100.00 % |
| 199-11-6146-87-054-5-24-0-00 | Teacher Retirement - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-B3-054-5-24-0-00 | Teacher Retirement - CP-AVID-Bedichek | 1,223.00 | 0.00 | 256.22 | 966.78 | 79.04 % |
| 199-11-6146-MI-054-5-24-0-00 | Teacher Retirement - CP-Vertical Team Supp-Bedichek | 0.00 | 0.00 | 258.48 | -258.48 | 0.00 % |
| 199-11-6146-NI-054-5-24-0-00 | Teacher Retirement - CP-Support NI-AU-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-R4-054-5-24-0-00 | Teacher Retirement - CP-At Risk Stdnt Suppt-Bediche | 264.00 | 0.00 | 0.00 | 264.00 | 100.00 % |
| 199-11-6146-R5-054-5-24-0-00 | Teacher Retirement - CP-Stdnt Supt Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-R7-054-5-24-0-00 | Teacher Retirement - CP-AYP Secondary-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-SL-054-5-24-0-00 | Teacher Retirement - CP-MS-Strugg Learners-Bedichek | 221.00 | 0.00 | 0.00 | 221.00 | 100.00 % |
| 199-11-6146-B1-054-5-30-0-00 | Teacher Retirement - CP-AFL-Bedichek | 20.00 | 0.00 | 0.00 | 20.00 | 100.00 % |
| Total 6100 Payroll Costs | | <u>138,817.00</u> | <u>0.00</u> | <u>19,585.68</u> | <u>119,231.32</u> | |

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Campus/Org Expense Listing
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Fund 199 General Fund

| Fnd-Fnc-Obj-Sub-Org-Yr-Prog | Description | Appropriation | Encumbrance | Expenditure | Balance | Pct. Rem. |
|--|--|-------------------|-------------|------------------|-------------------|-----------|
| 199-11-6219-87-054-5-24-0-00 | Professional Services - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6299-87-054-5-24-0-00 | Reproduction Costs - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6200 Purchase & Contracted Services | | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | |
| 199-11-6329-45-054-5-24-0-00 | Reading Materials - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6329-87-054-5-24-0-00 | Reading Materials - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6396-SL-054-5-24-0-00 | Computer Rel.Eq<\$5000 Per Unit - CP-MS-Strugg | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6397-87-054-5-24-0-00 | Software - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6397-SL-054-5-24-0-00 | Software - CP-MS-Strugg Learners-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6398-SL-054-5-24-0-00 | Equip< \$5000 Per Unit - CP-MS-Strugg | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-45-054-5-24-0-00 | General Supplies - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-87-054-5-24-0-00 | General Supplies - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-B3-054-5-24-0-00 | General Supplies - CP-AVID-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-CP-054-5-24-0-00 | General Supplies - CP-Campus Cost-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-MI-054-5-24-0-00 | General Supplies - CP-Vertical Team Supp-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6399-SL-054-5-24-0-00 | General Supplies - CP-MS-Strugg Learners-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6300 Supplies & Materials | | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | |
| 199-11-6494-B3-054-5-24-0-00 | Field Trips - CP-AVID-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6497-00-054-5-24-0-00 | Food/Refreshment - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6497-45-054-5-24-0-00 | Food/Refreshment - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6497-B3-054-5-24-0-00 | Food/Refreshment - CP-AVID-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6497-SL-054-5-24-0-00 | Food/Refreshment - CP-MS-Strugg Learners-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6499-SL-054-5-24-0-00 | Misc Operating Expenses - CP-MS-Strugg | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6499-TF-054-5-24-0-00 | Misc Operating Expenses - CP-Transition-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6400 Other Operating Costs | | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | |
| 11 Total | | <u>138,817.00</u> | <u>0.00</u> | <u>19,585.68</u> | <u>119,231.32</u> | |
| 199-13-6118-87-054-5-24-0-00 | Extra Duty - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6118-R5-054-5-24-0-00 | Extra Duty - CP-Stdnt Supt Init Grant-Bedic | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |

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|---|--|---------------|-------------|-------------|----------|-----------|
| 199-13-6118-SL-054-5-24-0-00 | Extra Duty - CP-Strug Learners-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6119-00-054-5-24-0-00 | Professional Salary - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6119-87-054-5-24-0-00 | Professional Salary - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6119-CP-054-5-24-0-00 | Professional Salary - CP-Campus Cost-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6141-00-054-5-24-0-00 | FICA - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6141-87-054-5-24-0-00 | FICA - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6141-CP-054-5-24-0-00 | FICA - CP-Campus Cost-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6141-R5-054-5-24-0-00 | FICA - CP-Stdnt Supt Init Grant-Bedic | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6141-SL-054-5-24-0-00 | FICA - CP-Strug Learners-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6142-00-054-5-24-0-00 | Health/Life Ins - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6142-87-054-5-24-0-00 | Health/Life Ins - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6142-CP-054-5-24-0-00 | Health/Life Ins - CP-Campus Cost-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6142-R5-054-5-24-0-00 | Health/Life Ins - CP-Stdnt Supt Init Grant-Bedic | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6143-00-054-5-24-0-00 | Wk's Comp - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6143-87-054-5-24-0-00 | Wk's Comp - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6143-CP-054-5-24-0-00 | Wk's Comp - CP-Campus Cost-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6143-SL-054-5-24-0-00 | Wk's Comp - CP-Strug Learners-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6146-00-054-5-24-0-00 | Teacher Retirement - CP-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6146-87-054-5-24-0-00 | Teacher Retirement - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6146-CP-054-5-24-0-00 | Teacher Retirement - CP-Campus Cost-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6146-R5-054-5-24-0-00 | Teacher Retirement - CP-Stdnt Supt Init Grant-Bedic | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-13-6146-SL-054-5-24-0-00 | Teacher Retirement - CP-Strug Learners-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 199-13-6411-B1-054-5-30-0-00 | Employee Travel - CP-AFL-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6400 Other Operating Costs | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 13 Total | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 199-23-6118-45-054-5-24-0-00 | Extra Duty - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6118-DE-054-5-24-0-00 | Extra Duty - CP-Aft Sch Det-Bedichek | 1,161.00 | 0.00 | 0.00 | 1,161.00 | 100.00 % |
| 199-23-6119-87-054-5-24-0-00 | Professional Salary - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |

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|--|---|-----------------|-------------|-------------|-----------------|-----------|
| 199-23-6125-45-054-5-24-0-00 | Part-Time Hourly - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6129-87-054-5-24-0-00 | Support Personnel Salary - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6141-45-054-5-24-0-00 | FICA - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6141-87-054-5-24-0-00 | FICA - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6141-DE-054-5-24-0-00 | FICA - CP-Aft Sch Det-Bedichek | 89.00 | 0.00 | 0.00 | 89.00 | 100.00 % |
| 199-23-6141-TC-054-5-24-0-00 | FICA - CP-Tactical Comp-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6142-87-054-5-24-0-00 | Health/Life Ins - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6143-45-054-5-24-0-00 | Wk's Comp - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6143-87-054-5-24-0-00 | Wk's Comp - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6143-DE-054-5-24-0-00 | Wk's Comp - CP-Aft Sch Det-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6146-45-054-5-24-0-00 | Teacher Retirement - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6146-87-054-5-24-0-00 | Teacher Retirement - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6146-DE-054-5-24-0-00 | Teacher Retirement - CP-Aft Sch Det-Bedichek | 2.00 | 0.00 | 0.00 | 2.00 | 100.00 % |
| Total 6100 Payroll Costs | | <u>1,252.00</u> | <u>0.00</u> | <u>0.00</u> | <u>1,252.00</u> | |
| 199-23-6396-R6-054-5-24-0-00 | Computer Rel.Eq<\$5000 Per Unit - CP-1D | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6300 Supplies & Materials | | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | |
| 23 Total | | <u>1,252.00</u> | <u>0.00</u> | <u>0.00</u> | <u>1,252.00</u> | |
| 199-31-6118-45-054-5-24-0-00 | Extra Duty - CP-Summer Sch-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-31-6125-87-054-5-24-0-00 | Part-Time Hourly - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-31-6141-45-054-5-24-0-00 | FICA - CP-Summer Sch-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-31-6141-87-054-5-24-0-00 | FICA - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-31-6143-45-054-5-24-0-00 | Wk's Comp - CP-Summer Sch-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-31-6143-87-054-5-24-0-00 | Wk's Comp - CP-Math/Read Initiati-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-31-6146-45-054-5-24-0-00 | Teacher Retirement - CP-Summer Sch-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | |
| 31 Total | | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | |
| 199-32-6139-MB-054-5-24-0-00 | Employee Allowance - CP-Mobile Phone-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |

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|---------------------------------|---|---------------|-------------|-------------|-----------|-----------|
| 199-32-6141-MB-054-5-24-0-00 | FICA - CP-Mobile Phone-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-32-6143-MB-054-5-24-0-00 | Wk's Comp - CP-Mobile Phone-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 32 Total | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 199-52-6125-45-054-5-24-0-00 | Part-Time Hourly - CP-Summer Sch-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-52-6129-87-054-5-24-0-00 | Support Personnel Salary - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-52-6141-45-054-5-24-0-00 | FICA - CP-Summer Sch-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-52-6141-87-054-5-24-0-00 | FICA - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-52-6142-87-054-5-24-0-00 | Health/Life Ins - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-52-6143-45-054-5-24-0-00 | Wk's Comp - CP-Summer Sch-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-52-6143-87-054-5-24-0-00 | Wk's Comp - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-52-6146-45-054-5-24-0-00 | Teacher Retirement - CP-Summer Sch-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-52-6146-87-054-5-24-0-00 | Teacher Retirement - CP-Math/Read Init-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 52 Total | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 199-53-6125-45-054-5-24-0-00 | Part-Time Hourly - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-53-6141-45-054-5-24-0-00 | FICA - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-53-6143-45-054-5-24-0-00 | Wk's Comp - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-53-6146-45-054-5-24-0-00 | Teacher Retirement - CP-Summer Prog-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6100 Payroll Costs | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 53 Total | | 0.00 | 0.00 | 0.00 | 0.00 | |
| 199-61-6118-SL-054-5-24-0-00 | Extra Duty - CP-Strug Learner-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-61-6121-B1-054-5-30-0-00 | Overtime - CP-AFL-Bedichek | 0.00 | 0.00 | 102.48 | -102.48 | 0.00 % |
| 199-61-6129-B1-054-5-30-0-00 | Support Personnel Salary - CP-AFL-Bedichek | 16,000.00 | 0.00 | 1,336.02 | 14,663.98 | 91.64 % |
| 199-61-6139-B1-054-5-30-0-00 | Employee Allowance - CP-AFL-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-61-6141-SL-054-5-24-0-00 | FICA - CP-Strug Learner-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |

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|---|--|-------------------|-------------|------------------|-------------------|-----------|
| 199-61-6141-B1-054-5-30-0-00 | FICA - CP-AFL-Bedichek | 1,224.00 | 0.00 | 75.12 | 1,148.88 | 93.86 % |
| 199-61-6142-B1-054-5-30-0-00 | Health/Life Ins - CP-AFL-Bedichek | 2,734.00 | 0.00 | 233.17 | 2,500.83 | 91.47 % |
| 199-61-6143-SL-054-5-24-0-00 | Wk's Comp - CP-Strug Learner-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-61-6143-B1-054-5-30-0-00 | Wk's Comp - CP-AFL-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-61-6146-B1-054-5-30-0-00 | Teacher Retirement - CP-AFL-Bedichek | 72.00 | 0.00 | 6.38 | 65.62 | 91.13 % |
| Total 6100 Payroll Costs | | <u>20,030.00</u> | <u>0.00</u> | <u>1,753.17</u> | <u>18,276.83</u> | |
| 199-61-6497-SL-054-5-24-0-00 | Food/Refreshment - CP-Strug Learner-Bedichek | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| Total 6400 Other Operating Costs | | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | <u>0.00</u> | |
| 61 Total | | <u>20,030.00</u> | <u>0.00</u> | <u>1,753.17</u> | <u>18,276.83</u> | |
| Total Fund 199 General Fund | | <u>160,099.00</u> | <u>0.00</u> | <u>21,338.85</u> | <u>138,760.15</u> | |

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 Instance: Austin ISD-Production

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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) | | 160,099.00 | 0.00 | 21,338.85 | 138,760.15 | |

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