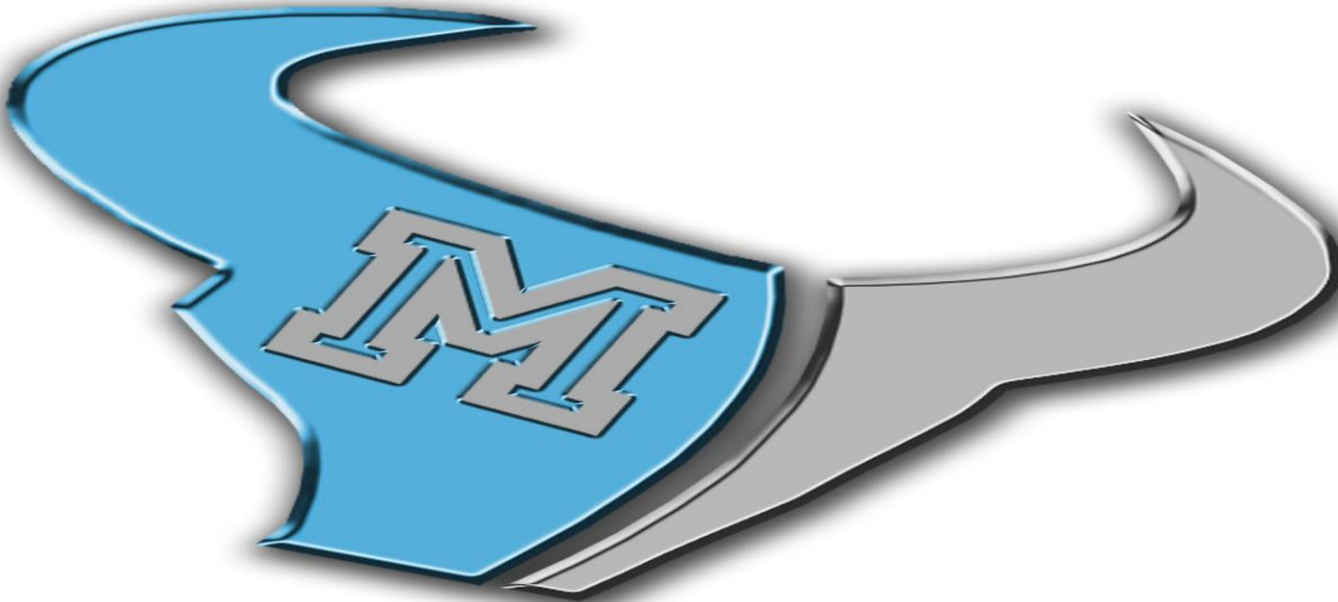


Consuelo Mendez Middle School

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 checked="" type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input checked="" type="checkbox"/>
• district-wide orientation session	<input checked="" type="checkbox"/>

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

Approximate hours spent on CIP development	Hours
• By CAC and/or CAC subcommittees	2
• By campus administration and/or leadership team	12

We confirm the above information as correct ...

Position	Name	Date
Principal	Ronald N. Gonzales	9/12/14
Co-Chair	Sabrina Richardson	9/11/14
Co-Chair	Judith Campos	9/11/14



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	Ronald N. Gonzales

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	2 nd Thursday
Time:	5:30-6:45pm

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Sabrina Richardson	✓					
Parent	Sierra Bailey						
Parent	Lela Caldwell						
Parent	Isabel Rios						
Professional Staff Member	Latolya Williams				✓		Teacher
Professional Staff Member	Johanna Castillo		✓			✓	Asst. Principal
CAC Secretary	Jonathan Smith						
Professional Staff Member	Alyssa Carmona				✓		Teacher
Professional Staff Member	Judith Campos				✓		Teacher
Professional Staff Member	Leonor Vargas						Social Worker
Classified Staff Member	Jessica Sosa						
Student (If Applicable)	n/a						
Student (If Applicable)	n/a						
Business Representative	Eloise Zepeda						
Community Representative	Amber Welsche						
Community Representative	Edward Reyes						

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	Demographic Data
<ul style="list-style-type: none">• 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 ✓	<ul style="list-style-type: none">• Attendance ✓• Discipline ✓
	Surveys
	<ul style="list-style-type: none">• Teaching, Empowering, Leading and Learning (TELL) results ✓• Student climate survey ✓• Parent surveys ✓

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

- STAAR Data 2014
- Staff/Faculty/Parent/Student survey results 2014

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

- ELLs who need to meet passing standard on Reading and Science STAAR
- African-American students who need to meet passing standard on Math and Reading STAAR
- 7th graders who need to meet the passing standard on Writing STAAR
- 8th graders who need to meet the passing standard on Social Studies STAAR

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

CAMPUS ACTION PLAN FOR 2014-15

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 ☒ State: Below safeguard target

• **Performance Objective: ELLs who need to meet passing standard on Reading STAAR**

Applicable Strategic Plan Goal(s): 1, 2, 3, 4, 8

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 and implement appropriate district resources: Texas Essential Knowledge and Skills (Readiness/Supporting) Standards, Curriculum Road Maps, (CRM's) Collaborative Planning Tool, Lesson Plan Template and Kilgo, Understanding by Design (Ubd) process to create pacing calendars, unit plans, and lessons that are cognitively aligned with the TEKS SE's, and ELPS in ELAR and Science.	1,2,3,4,8	Principal Ron Gonzales, Admin Supervisory – Mrs. Castillo Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	TEKS, CRM's, Lesson Plan Template, Pacing Calendars,	Teachers will utilize and complete the Lesson Plan Template, lesson plans reflect the implementation of cognitively aligned lessons. Teachers participate in staff development opportunities during the summer and the school year. All classrooms will have content and language objectives posted, and all teachers will post TEKS/ELPS, higher order questions, and the daily agenda. PLC meeting agenda, minutes, and sign in sheets from PLC's and professional development. Instructional coaches and administrators will provide	Weekly As available/needed Daily Tuesdays and Thursdays Weekly	On going

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

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

				teachers with written feedback on lesson plans and classroom walk throughs.		
<p>Implement literacy initiative to accelerate cognitive growth as follows for ELL's:</p> <ol style="list-style-type: none"> 1. Daily Structure is the sustained silent reading (student choice), whole group genre focus (teacher modeling), small group/centers (DI, engagement, cooperative learning) 2. Weekly writing component (student reading journal with teacher responses) 3. SCA every two weeks 4. Weekly student reading conferences 5. Intervention for struggling readers (push-in tutors, online reading programs such as READ 180, Reading Plus, Achieve 3000 and IStation; and small groups instruction) 	1,2,3,4,8	Principal Ron Gonzales, Admin Supervisory – Mrs. Castillo Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Genre study books/classroom libraries, desktop computers, access to online intervention initiatives (see interventions)	<p>Teachers will utilize and complete the Lesson Plan Template, lesson plans reflect the implementation of cognitively aligned lessons .</p> <p>Teachers participate in staff development opportunities during the summer and the school year.</p> <p>All classrooms will have content and language objectives posted, and all teachers will post TEKS/ELPS, higher order questions, and the daily agenda.</p> <p>PLC meeting agenda, minutes, and sign in sheets from PLC's and professional development.</p> <p>Instructional coaches and administrators will provide teachers with written feedback on lesson plans and classroom walk</p>	Daily	On going

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

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

				throughs.		
Implementation of researched-based instructional strategies that allow for differentiation for ELL's will be employed to improve student engagement and increase time on task. The campus created a year-long calendar specifically identifying when the following strategies will be employed: 1. Teach Like A Champion Essential Techniques (Cold Calls and No Opt Out) 2. Techniques from the Sheltered Instruction and ELPS toolkit. Framework and Kagan Cooperative Learning Structures (Timed/Pair/Share and Numbered Heads) 4. AVID Strategies: Cornell notes (increase student engagement and higher level thinking) 5. Drama Based Instruction 6. Differentiated Instruction 7. Anchors & Word Walls 8. Project Based Learning 9. Learning Center	1, 2, 3, 4, 8	Principal Ron Gonzales, Admin Supervisory – Mrs. Castillo Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	CRMs, Lesson Plan Template, Classroom libraries, Reading Plus, iPads/Nooks, Computers, Document Cameras, Student Resources, SPED Curriculum	Lesson Plans, Walkthrough observations, Scholar data, Assessment data	Daily	On going
Monitor ELL's learning and make data-driven instructional decisions by 1. Campus Generated BOY (IStation Assessment for Lexile, Fluency, Comprehension and Vocabulary)	1, 2,3,4,8	Principal Ron Gonzales, Admin Supervisory – Mrs. Castillo Instructional Coaches (IC) Ms. Garcia; Literacy Specialist	Scholar assessments and results	Teachers, IC, LS, and Administrator analyze data to drive instruction and intervention needs Teachers conduct data	Daily, Biweekly, Quarterly Ongoing	On going

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

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

2. Administering District Benchmark Assessments (MOYs)		(LS) Ms. Walker		conferences with scholars		
3. Campus Generated Short Cycle Assessments (SCAs)						
4. Informal assessments						
a. Student Products						
b. Reading Journals						
Campus generated SCAs will be scanned to generate data reports, which will then be emailed to instructional coaches, ESL teachers, and administrators to be addressed during teacher data conferences.	1, 2,3,4,8	Principal Ron Gonzales, Admin Supervisory – Mrs. Castillo Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Completed Assessments, and Subsequent Data	Teacher product resulting from data conferences with administrators and instructional coaches.	Scanned within 48 hours of test administration.	On going
<u>Utilize an array of data sets:</u> 1. heat maps 2. item analysis 3. district and state assessments 4. quintile categories by student raw scores <u>to verify student mastery:</u> 1. taught concepts and content 2. inform core instruction 3. identify needed professional development to support and improve teacher pedagogy 4. determine student interventions that are timely and specific 5. Analyze by student group	1, 2,3,4,8	Principal Ron Gonzales, Admin Supervisory – Mrs. Castillo Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Scholar data, Lesson Plans, Scholar self-monitoring template	Teachers, ICs, and Administrators will participate in data conferences and determine what SE's need to be re-spiraled or re-taught during the day or through interventions. Students will monitor their progress and identify their strengths and areas of growth after taking SCA's and district benchmark exams	Bi-weekly and/or following district benchmark testing	On Going
ELL students will monitor their	1, 2,3,4,8	Principal Ron	Scholar Data,	Completed templates by	SCA: within one	On Going

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

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

progress and identify their strengths and areas of growth after taking SCA's and district benchmark exams using a data analysis template.		Principal Ron Gonzales, Admin Supervisory – Mrs. Castillo Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Student Analysis Template, Teacher Template, Guiding Questions	the students and teachers every two week, and after any district benchmark.	week after administration of the assessment District Benchmark: within one week following teacher data conferences	
Differentiate instruction to improve ELLs' reading and writing. Step 1: Administer pre-test to all scholars Step 2: RTI Tier I Create rotation schedules that fit with literacy initiative instructional model. Scholars will work through all program sections based on weekly ELA rotations and daily based on reading intervention class rotation. Step 3: RTI Tier II & III Utilize data from pre-test and reading comprehension activities to determine small group (in-class) or push-in/pull-out rosters. These groups will contain struggling readers . The focus of these groups will be to regularly assign "Stretch" activities that challenge Lexile growth as well as the Rewards program and Systems 44 instruction for phonics/decoding strategies. Step 4: RTI Tier I & II Determine intervention groups based on collected data from all grade	1, 2,3,4,8	Principal Ron Gonzales, Mrs. Castillo – Admin Supervisor Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Reading Plus Online Access 6 th Grade Read180 Systems 44 Rewards iStation Ipads/Nooks, Desktop computers, Document Cameras	Through progress monitoring, formal/informal assessments, and appropriate adjustments, scholars will show growth in reading and writing. Data discussions of pre-tests results will occur during Professional Learning Community (PLC) meetings. Lesson Plan Reviews, Data discussions during PLC and ECST meetings regarding intervention progress	Daily/Weekly On going	On going

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

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

<p>levels; Implement tutoring during school Step 5: RTI Tier II & III Implement further interventions based on data-driven PLC discussions Utilize advisory/elective pull-outs Step 6: RTI Tier I Evaluate work samples to assess teacher and scholar progression Pre and post tests Common Assessments Step 7: RTI Tier I Provide continued scholar and teacher support</p> <p>Complete Genre Study Training</p> <p>Complete Writing Instruction Training</p> <p>Provide ongoing support for online</p>			<p>Genre Study Materials (already provided)</p> <p>Materials provided by District ELAR department (already provided)</p> <p>Reading Plus Online</p>	<p>PLC discussions, Teacher Observations, Lesson Plan Reviews, Data discussions during PLC and ECST meetings regarding intervention progress</p> <p>PLC discussions, Teacher Observations, Lesson Plan Reviews, Data discussions during PLC and ECST meetings regarding intervention progress</p> <p>PLC discussions, Teacher</p>		
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CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

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	10 Communication with parents regarding student assessment results
4 Ongoing PD	about use of assessment to improve perf.	11 Elementary Schools only: EC/PK/EL transition programs

initiative programs			Access 6 th Grade Read180 Ipads/Nooks, Desktop computers, Document Cameras Systems 44 Rewards iStation	Observations, Lesson Plan Reviews, Data discussions during PLC and ECST meetings regarding intervention progress		
Complete Literacy Initiative Training			Literacy Initiative Materials (already provided), student journals for each student	PLC discussions, Teacher Observations, Lesson Plan Reviews, Data discussions during PLC and ECST meetings regarding intervention progress		

Table #CI-2	<input checked="" type="checkbox"/> State: Below safeguard target
<ul style="list-style-type: none"> Performance Objective: ELLs who need to meet passing standard on Science STAAR 	
Applicable Strategic Plan Goal(s): 1, 2, 3, 4, 8	

Department Planning Meetings with core and ESL teaches to be held every grading period for one full day to create 6 weeks pacing calendar.	1, 2,3,4,8	Principal Ron Gonzales, Administrators Mr. Smith;	Student performance data on written compositions and edit/revise SCAs, Administrators	Data disaggregation, lesson and intervention plans, walkthrough observations	Specific date TBD every six weeks
Provide total instructional alignment training for teachers	1, 2,3,4,8	Principal Ron Gonzales, Mr. Smith; ESL Specialist Dr. Alanis	Resources provided at training	Learned instructional strategies will be observed during classroom walkthroughs, in lesson	On going

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

- | | | |
|---|--|---|
| 1 Needs assessment
2 Schoolwide reform strategy
3 Instruction by HQ staff
4 Ongoing PD | 5 Strategies to attract HQ teachers
6 Increased parental involvement
7 Measures to include teachers in decisions about use of assessment to improve perf. | 8 Activities to help students reach proficient and advanced standards
9 Coordination & integration of federal, state and local programs
10 Communication with parents regarding student assessment results
11 Elementary Schools only: EC/PK/EL transition programs |
|---|--|---|

Complete Differentiated Instruction Training			Training materials provided during DI PD in the summer, Teachers who attended DI PD in the summer	planning, and in data-driven discussions PLC discussions, Teacher Observations, Lesson Plan Reviews, Data discussions during PLC and ECST meetings regarding intervention progress	July 4 th – July 7 th Ongoing
Complete Kagan Training			Kagan materials (already provided)	PLC discussions, Teacher Observations, Lesson Plan Reviews, Data discussions during PLC and ECST meetings regarding intervention progress	Ongoing
Complete ESL Training (SIOP)			Materials provided by District ESL department (on-line resources)	PLC discussions, Teacher Observations, Lesson Plan Reviews, Data discussions during PLC and ECST meetings regarding intervention progress	August 4 th – October and Ongoing
Complete Power of Two Training: Provides teachers with strategies for an inclusive and co-teaching model in the classroom.			SpEd/District Training and Support	PLC discussions, Teacher Observations, Lesson Plan Reviews, Data discussions during PLC and ECST	August, 2014 and Ongoing

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

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

				meetings regarding intervention progress	
Analyze and monitor data (i.e. TELPAS, district benchmarks and STAAR data and other assessments) to meet the needs of ELLs in the instruction and apply appropriate accommodations in daily instruction and assessment throughout the year.	1, 2, 3, 4, 8	Principal Ron Gonzales, Mr. Smith; ESL Specialist Dr. Alanis	Assessment data	Data Analysis sheets PLC/Team meeting notes Lesson plan documentation Classroom walkthroughs SE intervention pacing charts Lesson plans for interventions	On going
Conduct collaborative planning sessions via PLC's, with the ESL department as to ensure pace/scope of curriculum.	1, 2, 3, 4, 8	Principal Ron Gonzales, Mr. Smith; ESL Specialist Dr. Alanis	Linguistic accommodations from LPAC ELPs toolkit	PLC meeting notes Team meeting notes Lesson plan documentation Classroom walkthroughs	

Table #CI-3

☒ State: Below safeguard target

• Performance Objective: African-American students who need to meet passing standard on Math and Reading STAAR

Applicable Strategic Plan Goal(s): 1, 2, 3, 4, 8

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
In order to improve teacher quality and deepen the role of the learner teachers will differentiate instruction, check for understanding and monitor student progress through PLC professional development which will focus on the following instructional strategies:	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Williams	Book: <u>Teach Like a Champion</u> KAGAN framework	Lesson plans PLC meeting agenda, minutes. Posted anchors of support Interactive notebook entries	On going	On going

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CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

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

1. Teach Like A Champion Essential Techniques (increase time on task) 2. Framework and Kagan Cooperative Learning Structures (increase student engagement) 3. AVID WICR/Cornell notes (increase student engagement and higher level thinking)				Assessment data		
Teachers will utilize school-wide Math strategies and problem solving guide to empower students. Students will learn how to utilize the problem solving board when solving word problems. Problem solving boards will be posted in every classroom.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Williams	Problem Solving Boards	Completed Problem solving boards posted Notes in the Interactive Notebook Cornell Notes	On going	On going
Create opportunities for students to participate in campus wide interventions for math via campus tiered intervention lessons, using teacher created pacing calendars, based on misconceptions and gaps.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Williams	Intervention logs. Intervention pacing calendars. Maverick Trails . Quintiled documents.	Teacher Intervention logs denoting when a child received intervention or tutoring. Intervention pacing calendars. Maverick Trails . Quintiled documents.	On going	On going
Students will participate in numerical fluency practice in order to become better versed at simple number operations/sets.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Williams	Numerical fluency activity sheets	Graded sheets Assessments	On going	On going

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

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

Students will be provided the CSI, spiraled warmups to ensure that they are covering all TEKS objectives through daily practice.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Williams	CSI notebooks from AISD	Proper completion of CSI warmup notebook Assessments	On going	On going
Teachers will implement strategies from Any Given Child to engage student s in their learning via drama based instruction	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Williams	Professional development	Lesson plan documentation of strategies Walkthrough forms noting strategies	On going	On going
To better address the needs of students the Kilgo model will be used to deconstruct student expectations by identifying the academic verb, vocabulary, content and context in order to address academic rigor.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Williams	KILGO training "Deconstructing student expectations"	Walkthrough data Lesson plans	On going	On going
Explore and implement the use of ipod touches in the classroom with students in how it pertains to math and science TEKS and real world.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Williams	Ipod Touches District training	PLC meeting notes , Data disaggregation, lesson and intervention plans, walkthrough observations	Daily On going	On going
Students will create and utilize Interactive science notebooks	1,2,3,4,8	Principal Ron Gonzales, Administrators Ms.	Composition books 2014 NTSA PD	PLC Meeting notes, Department PD, Walkthroughs, Data	Daily On going	On going

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CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

- | | | |
|---|--|---|
| 1 Needs assessment
2 Schoolwide reform strategy
3 Instruction by HQ staff
4 Ongoing PD | 5 Strategies to attract HQ teachers
6 Increased parental involvement
7 Measures to include teachers in decisions about use of assessment to improve perf. | 8 Activities to help students reach proficient and advanced standards
9 Coordination & integration of federal, state and local programs
10 Communication with parents regarding student assessment results
11 Elementary Schools only: EC/PK/EL transition programs |
|---|--|---|

		Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Williams		Analysis of classroom and district assessments		
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Table #CI-4

☒ State: Below safeguard target

• Performance Objective: 7th graders who need to meet the passing standard on Writing STAAR

Applicable Strategic Plan Goal(s): 1, 2, 3, 4, 8

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
In order to improve teacher quality and deepen the role of the learner teachers will differentiate instruction, check for understanding and monitor student progress through PLC professional development which will focus on the following instructional strategies: 1. Teach Like A Champion Essential Techniques (increase time on task) 2. Framework and Kagan Cooperative Learning Structures (increase student engagement) 3. AVID WICR/Cornell notes (increase student engagement and higher level thinking) 4. Literacy strategies including reading and writing across the curriculum. 5. The Simple Sentence; Building Grammar – 7 th grade (Grammar resource)	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Book: <u>Teach Like a Champion</u> KAGAN framework	Lesson plans PLC meeting agenda, minutes. Posted anchors of support Interactive notebook entries Assessment data	On going	On going
To better address the needs of students the Kilgo model will be used to deconstruct student expectations by identifying the academic verb, vocabulary, content and context in order to address	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith;	KILGO training "Deconstructing student expectations"	Walkthrough data Lesson plans	On going	On going

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CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

academic rigor.		Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker				
Teachers will utilize appropriate resources: Texas Essential Knowledge and Skills (TEKS) Standards, Curriculum Road Maps, (CRM's) Collaborative Planning Tool, Lesson Plan Template and the Kilgo planning and Understanding by Design (Ubd) process to create pacing calendars, unit plans, and lessons that are cognitively aligned with the TEKS and SE's in all content areas.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker		Posted content and language objectives in student language Posted TEKS/ELPS, higher order questions, and the daily agenda PLC meeting agenda, minutes, and sign in sheets Lesson plans classroom walkthroughs	On going	On going
Teachers, instructional coaches and administrators will utilize an array of data sets (heat maps, item analysis from campus, district and state assessments, and quintile categories by student STAAR raw scores) to verify student mastery of taught concepts and content, inform core instruction, identify needed professional development to support and improve teacher pedagogy, and determine student interventions that are timely and specific	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Maverick Trail copies Assessments	Data from diagnostic assessments Data conference sign in sheet Intervention lesson plans Maverick Trails student entry	On going	On going
Create opportunities for students to participate in campus wide interventions for writing via campus tiered interventions.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist	SIS program School Net program Maverick Trails sheet	Intervention lesson and pacing calendars Intervention lesson plans Increased progress on all assessments Maverick Trails chart	On going	On going

CAMPUS ACTION PLAN FOR 2014-15

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		(LS) Ms. Walker				
7 th grade students will be scheduled to participate in a Writing Elective everyday. In this class teachers will monitor student performance on writing class work, writing tests, and writing common assessments. Teachers will provide tiered writing interventions for students who are not successful.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Genre Study PD & materials Simple Sentence: grammar resource	Intervention tutoring logs Intervention pacing calendars Maverick Trails Lesson Plans	On going	On going
In ELA reading classes students will be writing weekly in their reading journals to express their interactions with self-selected text including noticing and wonderings, vocabulary development, personal connections with ideas in the text, and ongoing written “dialogue” with their teacher regarding their readings.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Classroom libraries, students’ reading journals, post-it notes	Lesson plans, walkthrough observations, student products (reading journals), classroom physical environment to reflect the literacy initiative components (classroom library, anchors of support, etc)	On going	On going
In ELA reading classes students will utilize the composition writing process for various kinds of writing (personal narrative, expository, persuasive) every grading period per the CRMs	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	CRMs, STAAR release materials and writing rubric	Lesson plans, walkthrough observations, student compositions graded with the STAAR writing rubric	On going	On going

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In Math, Science, Social Studies, ESL and Sped classes students will engage in daily short writing exercises (open-ended response questions-OERs) that support the curriculum of that class content area (i.e DASH, warm-ups, exit tickets) so that students can practice writing across the curriculum	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	CRMs, daily writing exercise (to be created by classroom teachers in grade level planning)	Lesson plans, walkthrough observations, student products (the OERs)	On going	On going
In all classrooms when students are writing, teachers will accept student products that include diagrams or illustrations if it evidenced that the student is able to communicate understanding of the concept. Additionally, while the ELA classrooms will address issues of grammar and punctuation rules, other content areas will focus on the content of students' writing—evidence of understanding of concepts—as we build capacity in the students.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	CRMs, daily writing exercise (to be created by classroom teachers in grade level planning)	Lesson plans, walkthrough observations, student products (the OERs)	On going	On going

CAMPUS ACTION PLAN FOR 2014-15

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Table #CI-5		<input checked="" type="checkbox"/> State: Below safeguard target				
• Performance Objective: 8th graders who need to meet the passing standard on Social Studies STAAR						
Applicable Strategic Plan Goal(s): 1, 2, 3, 4, 8						
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 will utilize school-wide reading strategies and empower students to use these tools which will be posted in classrooms. Word wall/banks will be utilized to reflect academic vocabulary.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Book: <u>Teach Like a Champion</u> KAGAN framework	Lesson plans PLC meeting agenda, minutes. Posted anchors of support Interactive notebook entries Assessment data	On going	On going
Teachers will participate in course failure meetings with their PDAS appraiser and discuss student passing rates, failure rates, and interventions necessary to increase or improve student learning.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	KILGO training “Deconstructing student expectations”	Walkthrough data Lesson plans	On going	On going
Students will be recognized at the end of every six weeks for outstanding grades at the End of Six Weeks Awards Assemblies.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist		Posted content and language objectives in student language Posted TEKS/ELPS, higher order questions, and the daily agenda	On going	On going

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CAMPUS ACTION PLAN FOR 2014-15

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		(LS) Ms. Walker		PLC meeting agenda, minutes, and sign in sheets Lesson plans classroom walkthroughs		
Students will utilize student interactive notebooks to collect notes, foldables, quizzes, visuals to assist in their learning and assessments.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	Maverick Trail copies Assessments	Data from diagnostic assessments Data conference sign in sheet Intervention lesson plans Maverick Trails student entry	On going	On going
To better address the needs of students the Kilgo model will be used to deconstruct student expectations by identifying the academic verb, vocabulary, content and context in order to address academic rigor.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Ms. Castillo, Mr. Smith; Instructional Coaches (IC) Ms. Garcia; Literacy Specialist (LS) Ms. Walker	SIS program School Net program Maverick Trails sheet	Intervention lesson and pacing calendars Intervention lesson plans Increased progress on all assessments Maverick Trails chart	On going	On going
6 week planning sessions in which teachers will be given half day substitute teachers so that they may meet with their grade level content team to create and modify the scope and sequence of the curriculum implementation, administration of assessments, intervention calendar, and review of 6 weeks assessment data.	1, 2, 3, 4, 8	Principal Ron Gonzales, Administrators Ms. Ramirez, Mr. Smith;	Substitute teachers CRM's, TEKS, School Net	Pacing Calendar, Testing calendar, intervention calendar, Completed data analysis components.	Every 6 weeks	On going

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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
Students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	9	PE Department (Ms. Friede, Ms. Washington, Mr. Medrano, Mr. Katz)	Gradespeed program	Students' data entered in Grade Speed by the teacher will be 85% or better.	On going	On going
Students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	9	PE Department (Ms. Friede, Ms. Washington, Mr. Medrano, Mr. Katz)	Fitnessgram program	100% of all students' data will be entered in Fitnessgram according to teacher and campus.	On going	On going
Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity. Parents will be informed of results through mail and will be given information of programs that address obesity issues.	9	PE Department (Ms. Friede, Ms. Washington, Mr. Medrano, Mr. Katz) School Nurse	Letters	Monitor students health through spot checks.	On going	On going
Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	9	Principal (Ron Gonzales)		Spot checks to see if data was received.	On going	On going
All middle school students will be enrolled and participate in four semesters overall of physical education.	9	Counselor (Thomas Edwards) Registrar (Jennifer Martinez)	Master schedule	Spot checks of student schedules.	On going	On going
In partnership with Go Austin, Vamos Austin staff will develop a Campus Wellness Team, which will include	9	Coach Washington, Coach Friede, Family Resource Center Staff	Flyers Announcements Calendar	Sign in sheets Lower obesity rates as noted on logs	On going	On going

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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
parents, staff and students, to create monthly wellness themes, fitness awareness and encouragement of healthy foods/drink.	1,2		Bottled water fountains			
Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	1,2			No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	On going	On going
Provide 3 community education programs related to wellness and physical education week: Dove Springs Community Health Fair, Bi-weekly Wellness Corner with Health related partners; Family CATCH Night including Kickball tournament; Bi-weekly Zumba Class	1,2	Leonor Vargas; Jessica Sosa; ACE; Boys and Girls Club	Provided by vendors and partnerships	Improved awareness and knowledge of health concepts	Ongoing	
Providing 2 extra opportunities for physical activity during the school day: Open gym in the morning; ACE and Boys and Girls club	1,2	ACE – Felicia Curran; Boys and Girls club -TBD	Provided by programs	Increased student enrollment into before school and after school programs.	Ongoing	

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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
Become a No Place for Hate Campus	1,2,9	Principal, Ron Gonzales; Ms. Friede, Ms. Podber, Counselors	No Place for Hate guidelines	Completion of initial 3 designation activities	On going	On going
Character education will be taught in all classrooms focusing, but not limited to, bullying, cyber bullying, namecalling, respect.	1,2,9	Principal Ron Gonzales; Counselors, Ms. Clark, Mr. Edwards, Ms. Sciore, Teachers	Lesson plans developed by counselors	Reduction in referrals to office	On going	On going
Campus administrators and teachers attend Social Emotional Learning and Capturing Kids Heart PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment and ensure their implementation throughout the day.	1,2,9	Principal Ron Gonzales	Refresh PD for those previously trained PD for those new to the campus	Documented classroom walkthroughs and observations. Discipline referral data. Student progress monitoring.	On going	On going
Strategic teacher duty placement for the morning entering and afternoon dismissal	1,2	Principal Ron Gonzales Supervising administrator Mr. Smith Teachers	Duty schedule	Reduction of negative incidents	On going	On going

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
Principal will invite parents to participate in "Coffee Talks" in order to promote school spirit, activities and entertain community input on outside concerns.	1,2,3, 6	Family Resource Center Parent Support Specialist, Jessica Sosa Principal, Ron Gonzales	Agendas Calendar	Sign in sheet After meeting survey	On going	On going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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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 are invited to the monthly PTA and CAC meetings in order to promote school governance.	1,2,3, 6	PTA President, Ms. Moreno, Parent Support Specialist, Jessica Sosa, Principal Ron Gonzales	Agendas Calendars	Sign in Sheet After meeting survey	On going	On going
Support the Family Resource Center in its parent activities, like Parent Academies, Adult Computer Classes.	1,2,3, 6	Family Resource Center, Ms. Vargas, Principal Ron Gonzales	Agendas Calendars	Agenda Sign in sheet After meeting survey	On going	On going
Support the Boys & Girls Club and ACE programs activities like, ZUMBA classes for parents and community, ESL classes and "Lights on After School" awareness program	1,2,3,6	Boys & Girls club, ACE program, Parent Specialist Jessica Sosa	Flyers Announcements	Sign in sheet	On going	On going
Students will be recognized at the end of every six weeks for outstanding grades at the End of Six Weeks Awards Assemblies.	1,2,3,6	Principal, Ron Gonzales, Grade Level Administrators Ms. Ramirez, Mrs. Castillo, Mr. Smith, Teachers	Certificates Ribbons Teleparent communication	Report cards	On going	On going
Students will utilize agendas to encourage organization, responsibility and parent involvement in the students everyday schoolwork.	1,2,3,6	Principal, (Ron Gonzales) Grade Level Administrators(Ms. Ramirez, Mrs. Castillo, Mr.Smith) Teachers	Agenda pages	Completed agenda Signed agenda pages	On going	On going
The campus will implement an attendance plan that addresses prevention (weekly positive announcements), intervention (School Messenger calls parents, drop out intervention hosts attendance recovery during lunch), and incentive strategies (student store, perfect attendance assemblies).	1,2,3,6	Drop out Preventions Specialist(Vanessa Espinoza) Parent Support Specialist(Jessica Sosa) Attendance Specialist (Stephanie Rodriguez) Supervising Administrator (Johanna Castillo)	Agenda, notebooks Court agendas Absentee lists Phone Logs	Monthly agenda's Truancy court documentation eCST documentation Phone logs	On going	On going
Students and parents will participate in the "Get Schooled Attendance	1,2,3,6	Dropout Specialist, Vanessa Espinoza,	Get Schooled Resources Computers	Daily attendance roster Get Schooled Reports	On going	On going

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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
Challenge" via the internet, where students attendance rates will increase and incentives will be awarded.		Parent Support Specialist Jessica Sosa				
Continue to share the importance of coming to school.	1,2,3	Principal, (Ron Gonzales) Grade Level Administrators(Ms. Ramirez, Ms. Castillo, Mr.Smith) Teachers Attendance Specialist (Stephanie Rodriguez) Dropout Prevention Specialist (Vanessa Espinosa) Teachers		Announcements Daily posting of attendance percentages by grade level. Parent classes hosted by Drop Out Specialist and Parent Support Specialist. eCST documentation. Team Meeting Notes	On going	On going
Faculty and staff will implement a school-wide discipline plan that addresses students' social and emotional needs via the implementation of Capturing Kids Hearts, Positive Behavior Support Systems and the Social Emotional Learning curriculum.	1,2,3,6	SEL Lead Teachers (Michelle Freide, Racheal Podber) Administrators (Ms. Ramirez, Ms. Castillo, Mr. Smith) Faculty & Staff		Discipline referral rates will decrease by 10% CKH Process champions classroom visit documentation Team Meeting Notes	On going	On going
Provide 3 opportunities for adult learning: Computer class, ELS Classes, Strengthening Families	1,2,3,6	Jessica Sosa; Leonor Vargas		Increased parent presence on campus and campus related activities.	On going	On going

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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
Parenting Classes; Healthy Cooking & Organic Gardening; Attendance & Truancy Presentation.						
Back to School Night and STAAR Night presented in both English and Spanish in which student academic assessment results are presented to parents in a language they understand, including an interpretation of the results	1,2,3,6,10	Principal, (Ron Gonzales) Grade Level Administrators (Ms. Ramirez, Ms. Castillo, Mr. Smith) Teachers	Financial Resources, STAAR DATA, TEA Requirements	Improved parent survey results Higher parent attendance rates	On going	On going

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
Data collection at the end of every six weeks will determine professional development and teacher support needed to help increase teacher knowledge and skills.	1,2,3	Principal (Ron Gonzales)	Teacher surveys	Follow up surveys after Professional Development	On going	On going
Ensure teachers are attending professional development trainings	1,2,3	ESL Department (Ms. Salas, Ms. Campos, Mr.	Available PD's	Follow up surveys PD sign up sheets	On going	On going

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Table #DR-4

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

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

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

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
that support linguistic and content advancement of ELLs i.e., ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy		Monfries, Mr. VerHalen, Ms. Gonzales) Supervising Administrator (Rebecca Ramirez)				
Conduct collaborative planning sessions via PLC's that ensure pace/scope of curriculum and PD offerings are consistent with student needs.	1,2,3	Principal, (Ron Gonzales) Grade Level Administrators(Ms. Ramirez, Mrs. Castillo, Mr.Smith) Teachers		Lesson Plans PLC agendas	On going	On going
Faculty and staff will implement a school-wide discipline plan that addresses students' social and emotional needs via the implementation of Capturing Kids Hearts, Positive Behavior Support Systems and the Social Emotional Learning curriculum .	1,2,3	SEL Lead Teachers (Michelle Freide, Racheal Podber) Principal, Mr Gonzales Administrators Ms. Ramirez, Mrs. Castillo, Mr. Smith) Faculty & Staff	Staff development	Sign in sheets eCST notes	On going	On going

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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: 12.4%		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
Review SPED folder, assessment data and documentation, schedule staffing for targeted students and review everything with Evaluation Specialist to determine if further evaluation is needed to meet criteria for dismissal.	1,2,4	Principal Ron Gonzales, Mrs. Castillo SPED Administrator	SpEd folders	Staffing minutes, teacher input reports, assessment data, SEEDS Communication Log, eCST Service Tracking and ARD paperwork.	On Going	On Going
Document all contacts, be it with guardians, parents, therapeutic service staff in eCST; hold monthly Grade Level eCST meetings to identify students in need.	1,2,4	Principal Ron Gonzales, Mrs. Castillo SPED Administrator	SpEd log eCST notes	eCST meeting minutes, eCST system documentation, documented interventions, referrals to therapeutic services, and progress monitoring logs.	On Going	On Going

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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: 18.7		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
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD models like Power of 2, SEL tenents and CKH principles.	1,2,4	Principal Ron Gonzales, Mrs. Castillo SPED Administrator	Refresh PD for those previously trained PD for those new to the campus	Documented classroom walkthroughs and observations. Discipline referral data. Student progress monitoring.	On Going	On Going
Campus administrators and teachers attend PD that develops personal awareness of their own culture, values, beliefs, and the impact on the classroom environment, like Social Emotional Learning, Capturing Kids Hearts and Culturally Proficient Instruction.	1,2,4	Principal Ron Gonzales, Mrs. Castillo SPED Administrator	Update on SEL tenents Update of CKH Book: <u>Culturally Proficient Instruction</u>	Documented classroom walkthroughs and observations. Discipline referral data.	On Going	On Going
Provide PD for general and special education staff in the following areas to promote integration of executive functioning and social skills into instruction: Conflict management Reflection journals Self regulation (setting reasonable goals, reflect on prior experience, derive a plan, initiate behavior, inhibit behavior that interferes, monitor and evaluate behavior outcomes) How to maintain academic rigor while reducing behaviors	1,2,4	Principal Ron Gonzales, Mrs. Castillo SPED Administrator	Refresh PD for those previously trained PD for those new to the campus	Documented classroom walkthroughs and observations. Discipline referral data. Student progress monitoring.	On Going	On Going

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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-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: 18.7		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
Implement the campus Learning Support Center to support students who would otherwise be removed for discretionary reasons.	1,2,4	Principal Ron Gonzales, Mrs. Castillo SPED Administrator	Behavior Intervention Plan, Functional Behavioral Assessment if needed ARD if necessary	ARD documentation and discipline data	On Going	On Going

Special Education Service in LRE – All Levels

Table #DR-10

Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.						
Condition: If rate < 68%					Source: SPED C-IEP (H) 4 th 6 weeks	
Campus rate: 62.5%		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
Each core teacher will be assigned an inclusion section, as well as a Sped Teacher or TA	1,2,4	Ron Gonzales Johanna Castillo; Monica Arreguin	Funding for positions	Inclusion teacher schedule, SEEDS Communication Log, eCST Service Tracking and ARD paperwork.	On going	On going
SPED teachers and TA's will participate in Grade level content and team meeting PLC's in which	1,2,4	Ron Gonzales Johanna Castillo; Monica Arreguin	Funding for positions PLC Schedule	PLC sign in roster PLC Notes focusing on SPED differentiation Team meeting Sign in roster	On going	On going

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-10

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

Condition: If rate < 68%

Source: SPED C-IEP (H) 4th 6 weeks

Campus rate: 62.5%

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
lessons are reviewed and modeled with a focus on alignment, differentiation, and engagement for all students			Grade Level Team Schedule	Team meeting notes Lesson Plans Intervention Plans		
Compliance with all state mandated and regulated requirements within the ARD committee	1,2,4	Ron Gonzales Johanna Castillo; Monica Arreguin	ARD materials	Compliance with all 504 and IEP requirements for all participating students	On going	On going

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
Entire staff trained and implementation of Capturing Kids Hearts	1,2	Principal Ron Gonzales; Assistant Principals Johanna Castillo, Rebecca Ramirez, Jonathan	Funding for training	Improved results on the 2014-15 TELL Survey; decreased referral submission %; decreased home	On going	On going

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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
		Smith		suspensions.		
Weekly "Maverick of the Week" Recognition for faculty and staff	1,2	Johanna Castillo	None	Improved results on the 2014-15 TELL Survey	On going	On going
Celebration of Custodian, Administrative Assistant, Teacher appreciation weeks	1,2	Johanna Castillo	Financial, community partners	Improved results on the 2014-15 TELL Survey	On going	On going
Bi-monthly grade level team meetings in which the following are discussed by teachers and admin: school and student successes & concerns in regards to attendance, discipline, or other factors	1,2, 7	Principal Ron Gonzales; Assistant Principals Johanna Castillo, Rebecca Ramirez, Jonathan Smith	None	Improved results on Student and TELL Survey.	On going	On going
Honors Day student success celebrations done every 6 weeks focusing on: Academics, Attendance, and Citizenship.	1,2	Principal Ron Gonzales; Assistant Principals Johanna Castillo, Rebecca Ramirez, Jonathan Smith Teachers and Counselors	Ribbons, certificates, and incentives from community partners	Improved student ratings on Student survey	Every 6 weeks	On going
No Place For Hate – a	1,2	Principals Johanna	Planning time,	Completion of	August 2014-	On going

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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
campus wide initiative including staff, community members, Family Resource Center, ACE/Boys and Girls Club, which addresses anti-bullying, suicide prevention. Coping skills, and parents/staff trainings.		Castillo, Rebecca Ramirez, Jonathan Smith Teachers and Counselors, District Support staff	additional funding.	identified objectives as listed within the "No Place for Hate" components with faculty, staff, and other involved supporters.	June 2014	

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:
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	Provide extra duty pay and benefits to teachers providing additional academic tutoring to students identified as at risk of not meeting academic achievement goals.
General Supplies for at-risk students:	Provide economically disadvantaged and/or academically at risk students supplies to support student learning
Transition Services (from middle school to high school or from elementary school to middle school):	n/a
Middle School reading and math initiatives:	Support middle school literacy initiatives that provide services to identified at risk students and accelerate student literacy.
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	After school tutoring, curriculum writing, delivery of additional social, emotional, behavioral supports that affect student academic achievement.
Reading specialists (to include literacy coaches):	Supports reading intervention programs for students identified as at risk of not meeting academic achievement standards.
Math specialist (FTE for math interventions):	n/a
Elementary Counselors:	n/a
Dropout prevention services:	Provide dropout prevention services to students identified as at risk of dropping out of school.
DELTA (or other credit recovery programs):	n/a
Parent Support Specialist (or other parent involvement expenses):	50% full time Parent Support Specialist Salary provides additional social, emotional and behavioral supports affecting academic achievement to students and access to community based services for families showing needs.
9 th Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	n/a

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):

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

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

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

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

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

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

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

APPENDIX 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-5
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	DR-4
3	Instruction by highly qualified staff	Appendix A2
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	CI-1 – CI-5 DR-4
5	Strategies to attract highly qualified teachers to high-need schools	Appendix A2
6	Strategies to increase parental involvement	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-1 – CI-5 DR-19
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	CI-1 – CI-5
9	Coordination and integration of federal, state, and local services and programs	Appendix A1, DR-1, 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

APPENDIX T-2
Explanation of Title I, Part A Expenditures for Improving Student Performance
(All Title I Schools)

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<i>Personnel</i>				
1 Teacher @33% and 1 ESL teacher @50%	Provide assistance for ELL students and help to meet district,state, and federal standards	Improve student scores in all accountability groups	\$24,189	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
1 Parent Support Specialist @ 50%	Increase parental support and support academic, attendance, and behavioral goals.	Improve student scores in all accountability groups	\$15,132	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
2 FTE for Instructional Coaches	Support teaching and learning in every content area	Improve student scores in all accountability groups	\$124,569	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
3 FTE Assistant Principal @33%	Support teaching and learning.	Improve student scores in all accountability groups	\$166,784	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
<i>Instructional Supplies, Materials, and Equipment</i>				
Extra Duty	Support teaching and learning in every content area	Targeted tutorials will be provided	\$64,528	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
General Supplies	Support teaching and learning in every content area	Support campus goals	\$97,135	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
Copier Rental	Support teaching and learning in every	Support campus goals	\$7,000	70% of all students will score at

	content area			least 70% on district assessments or meet required improvement as determined by state/federal standards
Professional Development/Staff Training				
Travel and registration	Support teaching and learning in every content area	Support campus goals	\$18,855	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
Consultant/Facility Fee (Contracted Services)	Support teaching and learning in every content area	Support campus goals	\$10,000	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
			\$	
Community Services (Function 61)				
Reproduction /Printing	Informative material to be distributed	Support campus goals	\$1,581	Reproduction /Printing
Read Materials	Materials for the Family Resource Center	Support campus goals	\$1,337	Read Materials
General Supplies	Support for the Family Resource Center	Support campus goals	\$4,000	General Supplies
Travel and Registration	Attendance at Parent Support Training/Conferences	Support campus goals	\$0	Travel and Registration
Refreshments	Snacks for parents and community members at meetings	Support campus goals	\$2,000	Refreshments
Other Requests				
Salary cushion		Support campus goals	\$15846	
TOTAL (Must Match BTO Total)			\$552,956.00	

APPENDIX T-3**Office of State and Federal Accountability Audit Checklist: Components for Title I Priority and Focus Schools**

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

Seven Turnaround Principles		Objective Table #(s)
Component #	Component	
1	Providing strong leadership	Appendix T-2
2	Ensuring teachers are effective and have resources	CI-1 – CI-5 DR-4
3	Redesigning the school day, week, or year to add student learning time	Appendix T-2
4	Strengthening the school’s instructional program based on student needs (research-based programs)	CI-1 – CI-5 DR-19
5	Data driven instruction and continuous improvement	CI-1 – CI-5 DR-19
6	Establishing school environments that address non-academic factors that impact student achievement	DR-1, DR-2, DR-3
7	Providing ongoing mechanisms for family & community engagement	DR-3

APPENDIX T-4
Explanation of Expenditures for Improving Student Performance
(Title I Priority and Focus Schools ONLY)

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
1 Teacher @33% and 1 ESL teacher @50%	Provide assistance for ELL students and help to meet district,state, and federal standards	Improve student scores in all accountability groups	\$24,189	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
1 Parent Support Specialist @ 50%	Increase parental support and support academic, attendance, and behavioral goals.	Improve student scores in all accountability groups	\$15,132	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
2 FTE for Instructional Coaches	Support teaching and learning in every content area	Improve student scores in all accountability groups	\$124,569	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
3 FTE Assistant Principal @33%	Support teaching and learning.	Improve student scores in all accountability groups	\$166,784	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
Instructional Supplies, Materials, and Equipment				
Extra Duty	Support teaching and learning in every content area	Targeted tutorials will be provided	\$64,528	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
General Supplies	Support teaching and learning in every content area	Support campus goals	\$97,135	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
Copier Rental	Support teaching and learning in every content area	Support campus goals	\$7,000	70% of all students will score at least 70% on district assessments or meet required improvement as

				determined by state/federal standards
Professional Development/Staff Training				
Travel and registration	Support teaching and learning in every content area	Support campus goals	\$18,855	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
Consultant/Facility Fee (Contracted Services)	Support teaching and learning in every content area	Support campus goals	\$10,000	70% of all students will score at least 70% on district assessments or meet required improvement as determined by state/federal standards
			\$	
Community Services (Function 61)				
Reproduction /Printing	Informative material to be distributed	Support campus goals	\$1,581	Reproduction /Printing
Read Materials	Materials for the Family Resource Center	Support campus goals	\$1,337	Read Materials
General Supplies	Support for the Family Resource Center	Support campus goals	\$4,000	General Supplies
Travel and Registration	Attendance at Parent Support Training/Conferences	Support campus goals	\$0	Travel and Registration
Refreshments	Snacks for parents and community members at meetings	Support campus goals	\$2,000	Refreshments
Other Requests				
Salary cushion		Support campus goals	\$15846	
TOTAL (Must Match BTO Total)			\$552,956.00	

Campus: Mendez

AMOUNT AVAILABLE:

\$0.00

Revision #
Date

Type of Expenditure	How will Expenditure Improve Student Performance?		Amount of Expenditure	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
6100 Payroll Costs				
After-School Tutoring	Extending the school day to add critical learning	Reading and Math teachers will tutor 7-10	\$13,525.00	
	time to at-risk scholars.	scholars, after the regular school day, from	\$0.00	
		3:45 - 5:45.	\$0.00	
			\$0.00	
6200 Professional and Contracted Services				
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
			\$0.00	
6300 Supplies and Materials				
Tutoring supplies (Paper, Pencils, Folders)	Will ensure teachers have materials and supplies		\$1,000.00	
	ready to execute effective lessons.		\$0.00	
			\$0.00	
6400 Other Operating Costs				
Refreshments for after-school	Scholars will be provided a snack after school		\$1,000.00	
tutoring: Granola Bars, Crackers,	to help improve focus and stamina for tutoring .		\$0.00	
Water, Etc.			\$0.00	
			\$0.00	
6600 Capital Outlay				

			\$0.00	
Indirect Cost				
			\$475.00	
Total (Must Match Application Total)			\$16,000.00	

ALLOCATION

\$16,000.00

Principal Approval

Date: _____

Project Specialist Approval

Date: _____

Campus Scorecard 2014-15
058 - Mendez 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	15%	18%	16%	28%
Afr Amer	21%	20%	20%	32%
Hispanic	14%	17%	15%	28%
White	15%	46%	41%	50%
Asian	-	-	*	15%
Two+	*	*	*	39%
SpEd	35%	33%	30%	40%
ECD	14%	18%	16%	28%
ELL	5%	6%	6%	20%

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	13%	14%	20%	32%
Afr Amer	14%	13%	11%	24%
Hispanic	12%	13%	19%	31%
White	46%	38%	53%	60%
Asian	-	-	*	15%
Two+	33%	*	*	39%
SpEd	26%	37%	34%	44%
ECD	13%	14%	19%	31%
ELL	7%	9%	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	8%	7%	9%	23%
Afr Amer	10%	12%	*	26%
Hispanic	8%	6%	8%	22%
White	*	*	*	58%
Asian	-	-	*	15%
Two+	*	*	*	15%
SpEd	38%	38%	35%	45%
ECD	8%	7%	9%	22%
ELL	6%	4%	7%	21%

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	10%	19%	26%	37%
Afr Amer	19%	21%	*	34%
Hispanic	9%	19%	25%	36%
White	*	*	*	72%
Asian	-	-	-	0%
Two+	*	*	*	58%
SpEd	31%	40%	42%	50%
ECD	10%	19%	25%	36%
ELL	3%	9%	13%	26%

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	5%	6%	4%	18%
Afr Amer	19%	<1%	*	15%
Hispanic	4%	6%	3%	18%
White	*	*	*	43%
Asian	-	-	-	0%
Two+	*	*	*	15%
SpEd	26%	30%	30%	41%
ECD	6%	6%	3%	18%
ELL	2%	8%	*	18%

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	2%	4%	3%	8%
Afr Amer	6%	4%	*	5%
Hispanic	2%	4%	3%	8%
White	<1%	8%	*	11%
Asian	-	-	*	5%
Two+	*	*	*	19%
SpEd	2%	<1%	*	5%
ECD	2%	4%	3%	8%
ELL	<1%	1%	*	6%

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	3%	2%	3%	8%
Afr Amer	<1%	2%	*	11%
Hispanic	3%	2%	2%	7%
White	<1%	<1%	*	16%
Asian	-	-	*	5%
Two+	<1%	*	*	5%
SpEd	1%	1%	*	6%
ECD	3%	2%	3%	8%
ELL	1%	2%	*	6%

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%	*	5%
Afr Amer	<1%	6%	*	11%
Hispanic	<1%	<1%	*	5%
White	*	*	*	5%
Asian	-	-	*	5%
Two+	*	*	*	5%
SpEd	<1%	<1%	*	8%
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	1%	3%	6%	10%
Afr Amer	<1%	<1%	*	5%
Hispanic	1%	3%	5%	10%
White	*	*	*	37%
Asian	-	-	-	0%
Two+	*	*	*	52%
SpEd	<1%	3%	*	9%
ECD	1%	3%	6%	10%
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 Social Studies - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	<1%	<1%	*	5%
Afr Amer	<1%	<1%	*	5%
Hispanic	<1%	<1%	*	5%
White	*	*	*	5%
Asian	-	-	-	0%
Two+	*	*	*	5%
SpEd	3%	<1%	*	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 Reading - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	62%	55%	60%
Afr Amer	64%	56%	60%
Hispanic	61%	54%	60%
White	75%	79%	80%
Amer Ind	*	-	1%
Asian	-	-	1%
Two+	*	*	60%
SpEd	73%	46%	50%
ELL	-	58%	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	54%	52%	60%
Afr Amer	51%	47%	52%
Hispanic	54%	52%	60%
White	*	79%	80%
Amer Ind	*	-	1%
Asian	-	-	1%
Two+	*	*	34%
SpEd	80%	57%	60%
ELL	-	52%	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	19%	10%	13%
Afr Amer	25%	*	10%
Hispanic	18%	10%	13%
White	25%	*	10%
Amer Ind	*	-	0%
Asian	-	-	0%
Two+	*	*	3%
SpEd	55%	*	5%
ELL	-	13%	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	5%	4%	6%
Afr Amer	2%	*	9%
Hispanic	5%	3%	5%
White	*	*	23%
Amer Ind	*	-	0%
Asian	-	-	0%
Two+	*	*	2%
SpEd	<1%	*	6%
ELL	-	4%	6%

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	93.7%	93.0%	93.4%	93.0%	95.0%
Afr Amer	93.4%	91.0%	91.9%	92.7%	95.0%
Hispanic	93.7%	93.2%	93.5%	93.0%	95.0%
White	92.3%	88.8%	92.1%	94.5%	95.0%
Amer Ind	*	*	*	<1%	95.0%
Asian	<1%	<1%	<1%	*	99.0%
Two+	*	91.0%	93.5%	92.7%	95.0%
ECD	93.8%	93.0%	93.4%	93.0%	95.0%

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	22	1.89%	*	*	*	*	0.05%
Afr Amer	*	*	*	*	*	*	0.05%
Hispanic	19	1.84%	*	*	*	*	0.05%
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	364	31.24%	247	24.58%	184	17.85%	15.00%
Afr Amer	41	42.71%	38	43.68%	19	29.69%	15.00%
Hispanic	313	30.30%	206	23.25%	160	17.17%	15.00%
White	5	20.83%	*	*	*	*	15.00%
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	119	10.21%	75	7.46%	75	7.27%	7.00%
Afr Amer	10	10.42%	11	12.64%	7	10.94%	7.00%
Hispanic	103	9.97%	63	7.11%	68	7.30%	7.00%
White	*	*	*	*	*	*	3.00%
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	886	900
Afr Amer	65	50
Hispanic	798	801
White	16	18
Amer Ind	1	-
Asian	0	2
Two+	6	29

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	283	*	*	296	*	*	0%
Afr Amer	*	*	*	5	*	*	0%
Hispanic	280	*	*	291	*	*	0%
White	*	*	*	118	*	*	0%
SpEd	28	*	*	31	*	*	2%
ECD	276	*	*	289	*	*	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	24	10	42%	24	7	29%	25	11	44%	25	8	32%	15	10	67%	15	10	67%
F	Hispanic	350	168	48%	345	159	46%	317	170	54%	316	151	48%	338	160	47%	338	148	44%
F	White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		378	181	48%	373	167	45%	345	183	53%	344	161	47%	355	170	48%	355	158	45%
M	Afr Amer	36	22	61%	36	27	75%	33	18	55%	33	25	76%	31	18	58%	31	22	71%
M	Hispanic	378	143	38%	372	202	54%	367	158	43%	362	209	58%	352	153	43%	351	216	62%
M	White	10	*	*	10	6	60%	9	*	*	9	*	*	8	*	*	8	8	>99%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		424	168	40%	418	235	56%	409	179	44%	404	237	59%	391	175	45%	390	246	63%
Total		802	349	44%	791	402	51%	754	362	48%	748	398	53%	746	345	46%	745	404	54%

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.
199-11-6112-CP-058-5-24-0-00	Subs for Tchr - CP-Campus Cost-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-00-058-5-24-0-00	Extra Duty - CP-Mendez	15,000.00	0.00	0.00	15,000.00	100.00 %
199-11-6118-80-058-5-24-0-00	Extra Duty - CP-Tutor-Mendez	7,099.00	0.00	0.00	7,099.00	100.00 %
199-11-6118-87-058-5-24-0-00	Extra Duty - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-HD-058-5-24-0-00	Extra Duty - CP-Hig Dos Tutor-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-MI-058-5-24-0-00	Extra Duty - CP-Vertical Team Supp-Mendez	0.00	0.00	125.00	-125.00	0.00 %
199-11-6118-NI-058-5-24-0-00	Extra Duty - CP-Support NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-058-5-24-0-00	Extra Duty - CP-Stdnt Supt Init-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R7-058-5-24-0-00	Extra Duty - CP-AYP Secondary-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-SL-058-5-24-0-00	Extra Duty - CP-MS-Strugg Learners-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-058-5-30-0-00	Extra Duty - CP-AFL-Mendez	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-87-058-5-24-0-00	Professional Salary - CP-Math/Read Initiative-Mendez	0.00	0.00	6,944.22	-6,944.22	0.00 %
199-11-6119-B3-058-5-24-0-00	Professional Salary - CP-AVID-Mendez	29,277.00	0.00	0.00	29,277.00	100.00 %
199-11-6119-HD-058-5-24-0-00	Professional Salary - CP-Hig Dos Tutor-Mendez	0.00	0.00	43,536.83	-43,536.83	0.00 %
199-11-6121-87-058-5-24-0-00	Overtime - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-CP-058-5-24-0-00	Overtime - CP-Campus Cost-Mendez	0.00	0.00	98.98	-98.98	0.00 %
199-11-6121-NI-058-5-24-0-00	Overtime - CP-Support NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R4-058-5-24-0-00	Overtime - CP-At Risk Stdnt Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-80-058-5-24-0-00	Part-Time Hourly - CP-Tutor-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-87-058-5-24-0-00	Part-Time Hourly - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-CP-058-5-24-0-00	Part-Time Hourly - CP-Campus Cost-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-MI-058-5-24-0-00	Part-Time Hourly - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-NI-058-5-24-0-00	Part-Time Hourly - CP-Support NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-058-5-24-0-00	Part-Time Hourly - CP-Stdnt Supt Init-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-SL-058-5-24-0-00	Part-Time Hourly - CP-MS-Strugg Learners-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-87-058-5-24-0-00	Support Personnel Salary - CP-Math/Read	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-NI-058-5-24-0-00	Support Personnel Salary - CP-Support NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-058-5-24-0-00	Support Personnel Salary - CP-At Risk Stdnt	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-058-5-24-0-00	FICA - CP-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-80-058-5-24-0-00	FICA - CP-Tutor-Mendez	557.00	0.00	0.00	557.00	100.00 %
199-11-6141-87-058-5-24-0-00	FICA - CP-Math/Read Initiative-Mendez	0.00	0.00	268.77	-268.77	0.00 %
199-11-6141-B3-058-5-24-0-00	FICA - CP-AVID-Mendez	2,212.00	0.00	0.00	2,212.00	100.00 %

User: SPATTERS
Report: CAMPUS_EXP
Instance: Austin ISD-Production

Current Date: 10/16/2014
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Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6141-CP-058-5-24-0-00	FICA - CP-Campus Cost-Mendez	0.00	0.00	7.58	-7.58	0.00 %
199-11-6141-HD-058-5-24-0-00	FICA - CP-Hig Dos Tutor-Mendez	0.00	0.00	2,166.52	-2,166.52	0.00 %
199-11-6141-MI-058-5-24-0-00	FICA - CP-Vertical Team Supp-Mendez	0.00	0.00	8.78	-8.78	0.00 %
199-11-6141-NI-058-5-24-0-00	FICA - CP-Support NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-058-5-24-0-00	FICA - CP-At Risk Stdnt Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-058-5-24-0-00	FICA - CP-Stdnt Supt Init-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R7-058-5-24-0-00	FICA - CP-AYP Secondary-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-SL-058-5-24-0-00	FICA - CP-MS-Strugg Learners-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-B1-058-5-30-0-00	FICA - CP-AFL-Mendez	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-058-5-24-0-00	Health/Life Ins - CP-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-80-058-5-24-0-00	Health/Life Ins - CP-Tutor-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-87-058-5-24-0-00	Health/Life Ins - CP-Math/Read Initiative-Mendez	0.00	0.00	833.50	-833.50	0.00 %
199-11-6142-B3-058-5-24-0-00	Health/Life Ins - CP-AVID-Mendez	3,193.00	0.00	0.00	3,193.00	100.00 %
199-11-6142-CP-058-5-24-0-00	Health/Life Ins - CP-Campus Cost-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-HD-058-5-24-0-00	Health/Life Ins - CP-Hig Dos Tutor-Mendez	0.00	0.00	5,100.15	-5,100.15	0.00 %
199-11-6142-NI-058-5-24-0-00	Health/Life Ins - CP-Support NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-058-5-24-0-00	Health/Life Ins - CP-At Risk Stdnt Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-058-5-24-0-00	Health/Life Ins - CP-Stdnt Supt Init-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-00-058-5-24-0-00	Wk's Comp - CP-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-80-058-5-24-0-00	Wk's Comp - CP-Tutor-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-87-058-5-24-0-00	Wk's Comp - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B3-058-5-24-0-00	Wk's Comp - CP-AVID-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-CP-058-5-24-0-00	Wk's Comp - CP-Campus Cost-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-HD-058-5-24-0-00	Wk's Comp - CP-Hig Dos Tutor-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-MI-058-5-24-0-00	Wk's Comp - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-NI-058-5-24-0-00	Wk's Comp - CP-Support NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-058-5-24-0-00	Wk's Comp - CP-At Risk Stdnt Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-058-5-24-0-00	Wk's Comp - CP-Stdnt Supt Init-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R7-058-5-24-0-00	Wk's Comp - CP-AYP Secondary-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-SL-058-5-24-0-00	Wk's Comp - CP-MS-Strugg Learners-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-058-5-30-0-00	Wk's Comp - CP-AFL-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-058-5-24-0-00	Teacher Retirement - CP-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-80-058-5-24-0-00	Teacher Retirement - CP-Tutor-Mendez	39.00	0.00	0.00	39.00	100.00 %

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6146-87-058-5-24-0-00	Teacher Retirement - CP-Math/Read Initiative-Mendez	0.00	0.00	19.84	-19.84	0.00 %
199-11-6146-B3-058-5-24-0-00	Teacher Retirement - CP-AVID-Mendez	953.00	0.00	0.00	953.00	100.00 %
199-11-6146-CP-058-5-24-0-00	Teacher Retirement - CP-Campus Cost-Mendez	0.00	0.00	0.54	-0.54	0.00 %
199-11-6146-HD-058-5-24-0-00	Teacher Retirement - CP-Hig Dos Tutor-Mendez	0.00	0.00	227.39	-227.39	0.00 %
199-11-6146-MI-058-5-24-0-00	Teacher Retirement - CP-Vertical Team Supp-Mendez	0.00	0.00	3.32	-3.32	0.00 %
199-11-6146-NI-058-5-24-0-00	Teacher Retirement - CP-Support NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-058-5-24-0-00	Teacher Retirement - CP-At Risk Stdnt Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-058-5-24-0-00	Teacher Retirement - CP-Stdnt Supt Init-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R7-058-5-24-0-00	Teacher Retirement - CP-AYP Secondary-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-SL-058-5-24-0-00	Teacher Retirement - CP-MS-Strugg Learners-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-B1-058-5-30-0-00	Teacher Retirement - CP-AFL-Mendez	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		69,151.00	0.00	59,341.42	9,809.58	
199-11-6219-87-058-5-24-0-00	Professional Services - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6298-HD-058-5-24-0-00	Misc Contracted Services - CP-Hig Dos Tutor-Mendez	504,000.00	0.00	0.00	504,000.00	100.00 %
199-11-6298-NI-058-5-24-0-00	Misc Contracted Services - CP-Support NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6299-87-058-5-24-0-00	Reproduction Costs - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		504,000.00	0.00	0.00	504,000.00	
199-11-6321-SL-058-5-24-0-00	Textbooks - CP-MS-Strugg Learners-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-87-058-5-24-0-00	Reading Materials - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6396-87-058-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-Math/Read	0.00	0.00	0.00	0.00	0.00 %
199-11-6397-87-058-5-24-0-00	Software - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-45-058-5-24-0-00	General Supplies - CP-Summer Prog-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-87-058-5-24-0-00	General Supplies - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-MI-058-5-24-0-00	General Supplies - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R5-058-5-24-0-00	General Supplies - CP-Stdnt Supt Init-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-SL-058-5-24-0-00	General Supplies - CP-MS-Strugg Learners-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-11-6494-MI-058-5-24-0-00	Field Trips - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-SL-058-5-24-0-00	Field Trips - CP-MS-Strugg Learners-Mendez	0.00	0.00	0.00	0.00	0.00 %

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199-11-6497-45-058-5-24-0-00	Food/Refreshment - CP-Summer Prog-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-MI-058-5-24-0-00	Food/Refreshment - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-SL-058-5-24-0-00	Food/Refreshment - CP-MS-Strugg Learners-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-TF-058-5-24-0-00	Food/Refreshment - CP-Transition-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-11-6499-SL-058-5-24-0-00	Misc Operating Expenses - CP-MS-Strugg	0.00	0.00	0.00	0.00	0.00 %
199-11-6499-TF-058-5-24-0-00	Misc Operating Expenses - CP-Transition-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		0.00	0.00	0.00	0.00	
11 Total		573,151.00	0.00	59,341.42	513,809.58	
199-13-6118-00-058-5-24-0-00	Extra Duty - CP-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-87-058-5-24-0-00	Extra Duty - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-058-5-24-0-00	Professional Salary - CP-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-NI-058-5-24-0-00	Professional Salary - CP-NI/AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-058-5-24-0-00	FICA - CP-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-87-058-5-24-0-00	FICA - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-NI-058-5-24-0-00	FICA - CP-NI/AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-058-5-24-0-00	Health/Life Ins - CP-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-NI-058-5-24-0-00	Health/Life Ins - CP-NI/AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-058-5-24-0-00	Wk's Comp - CP-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-87-058-5-24-0-00	Wk's Comp - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-NI-058-5-24-0-00	Wk's Comp - CP-NI/AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-058-5-24-0-00	Teacher Retirement - CP-Mendez	5.00	0.00	0.00	5.00	100.00 %
199-13-6146-87-058-5-24-0-00	Teacher Retirement - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-NI-058-5-24-0-00	Teacher Retirement - CP-NI/AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		5.00	0.00	0.00	5.00	
199-13-6267-B1-058-5-30-0-00	Rental: Land & Buildings - CP-AFL-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-13-6298-R6-058-5-24-0-00	Misc Contracted Services - CP-Tech Support/1D-Mendez	1,693.00	1,692.31	0.00	0.69	0.04 %
199-13-6299-CP-058-5-24-0-00	Reproduction Costs - CP-Campus Cost-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		1,693.00	1,692.31	0.00	0.69	

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199-13-6411-87-058-5-24-0-00	Employee Travel - CP-Math/Read Initiative-Mendez	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		1,698.00	1,692.31	0.00	5.69	
199-23-6118-DE-058-5-24-0-00	Extra Duty - CP-Aft Sch Det-Mendez	1,161.00	0.00	0.00	1,161.00	100.00 %
199-23-6119-87-058-5-24-0-00	Professional Salary - CP-Math/Read Initiative-Mendez	0.00	0.00	22,629.68	-22,629.68	0.00 %
199-23-6125-NI-058-5-24-0-00	Part-Time Hourly - CP-Suport NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-23-6129-87-058-5-24-0-00	Support Personnel Salary - CP-Math/Read	0.00	0.00	0.00	0.00	0.00 %
199-23-6139-87-058-5-24-0-00	Employee Allowance - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-87-058-5-24-0-00	FICA - CP-Math/Read Initiative-Mendez	0.00	0.00	1,356.07	-1,356.07	0.00 %
199-23-6141-DE-058-5-24-0-00	FICA - CP-Aft Sch Det-Mendez	89.00	0.00	0.00	89.00	100.00 %
199-23-6141-NI-058-5-24-0-00	FICA - CP-Suport NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-23-6142-87-058-5-24-0-00	Health/Life Ins - CP-Math/Read Initiative-Mendez	0.00	0.00	2,159.05	-2,159.05	0.00 %
199-23-6143-87-058-5-24-0-00	Wk's Comp - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-DE-058-5-24-0-00	Wk's Comp - CP-Aft Sch Det-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-NI-058-5-24-0-00	Wk's Comp - CP-Suport NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-87-058-5-24-0-00	Teacher Retirement - CP-Math/Read Initiative-Mendez	0.00	0.00	247.30	-247.30	0.00 %
199-23-6146-DE-058-5-24-0-00	Teacher Retirement - CP-Aft Sch Det-Mendez	2.00	0.00	0.00	2.00	100.00 %
Total 6100 Payroll Costs		1,252.00	0.00	26,392.10	-25,140.10	
199-23-6249-NI-058-5-24-0-00	Equip Maint Repairs - CP-Suport NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		0.00	0.00	0.00	0.00	
199-23-6396-NI-058-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-Suport	0.00	0.00	0.00	0.00	0.00 %
199-23-6396-R6-058-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
199-23-6399-NI-058-5-24-0-00	General Supplies - CP-Suport NI-AU-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
23 Total		1,252.00	0.00	26,392.10	-25,140.10	

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199-31-6118-MI-058-5-24-0-00	Extra Duty - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-31-6141-MI-058-5-24-0-00	FICA - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-MI-058-5-24-0-00	Wk's Comp - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-MI-058-5-24-0-00	Teacher Retirement - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
31 Total		0.00	0.00	0.00	0.00	
199-32-6121-D3-058-5-24-0-00	Overtime - CP-Dropout Init-Mendez	0.00	0.00	29.01	-29.01	0.00 %
199-32-6129-D3-058-5-24-0-00	Support Personnel Salary - CP-Dropout Init-Mendez	38,802.00	0.00	4,084.43	34,717.57	89.47 %
199-32-6139-D3-058-5-24-0-00	Employee Allowance - CP-Dropout Init-Mendez	2,628.00	0.00	219.00	2,409.00	91.66 %
199-32-6139-MB-058-5-24-0-00	Employee Allowance - CP-Mobile Phone-Mendez	360.00	0.00	40.00	320.00	88.88 %
199-32-6141-D3-058-5-24-0-00	FICA - CP-Dropout Init-Mendez	3,098.00	0.00	264.36	2,833.64	91.46 %
199-32-6141-MB-058-5-24-0-00	FICA - CP-Mobile Phone-Mendez	28.00	0.00	3.06	24.94	89.07 %
199-32-6142-D3-058-5-24-0-00	Health/Life Ins - CP-Dropout Init-Mendez	5,355.00	0.00	416.75	4,938.25	92.21 %
199-32-6143-D3-058-5-24-0-00	Wk's Comp - CP-Dropout Init-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-MB-058-5-24-0-00	Wk's Comp - CP-Mobile Phone-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-32-6146-D3-058-5-24-0-00	Teacher Retirement - CP-Dropout Init-Mendez	213.00	0.00	17.94	195.06	91.57 %
Total 6100 Payroll Costs		50,484.00	0.00	5,074.55	45,409.45	
32 Total		50,484.00	0.00	5,074.55	45,409.45	
199-51-6129-MI-058-5-24-0-00	Support Personnel Salary - CP-Vertical Team	0.00	0.00	0.00	0.00	0.00 %
199-51-6141-MI-058-5-24-0-00	FICA - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-51-6143-MI-058-5-24-0-00	Wk's Comp - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-51-6146-MI-058-5-24-0-00	Teacher Retirement - CP-Vertical Team Supp-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
199-51-6319-SL-058-5-24-0-00	Custodial/Maint Supplies - CP-Strug Learner-Mendez	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	

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51 Total		0.00	0.00	0.00	0.00	
199-52-6129-87-058-5-24-0-00	Support Personnel Salary - CP-Math/Read	0.00	0.00	0.00	0.00	0.00 %
199-52-6141-87-058-5-24-0-00	FICA - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-52-6142-87-058-5-24-0-00	Health/Life Ins - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-52-6143-87-058-5-24-0-00	Wk's Comp - CP-Math/Read Initiative-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-52-6146-87-058-5-24-0-00	Teacher Retirement - CP-Math/Read Initiative-Mendez	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	
199-61-6121-B1-058-5-30-0-00	Overtime - CP-AFL-Mendez	0.00	0.00	18.98	-18.98	0.00 %
199-61-6125-SL-058-5-24-0-00	Part-Time Hourly - CP-Strug Learner-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-61-6129-B1-058-5-30-0-00	Support Personnel Salary - CP-AFL-Mendez	16,000.00	0.00	1,336.46	14,663.54	91.64 %
199-61-6139-B1-058-5-30-0-00	Employee Allowance - CP-AFL-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-SL-058-5-24-0-00	FICA - CP-Strug Learner-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-058-5-30-0-00	FICA - CP-AFL-Mendez	1,224.00	0.00	81.45	1,142.55	93.34 %
199-61-6142-B1-058-5-30-0-00	Health/Life Ins - CP-AFL-Mendez	2,734.00	0.00	210.22	2,523.78	92.31 %
199-61-6143-SL-058-5-24-0-00	Wk's Comp - CP-Strug Learner-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-61-6143-B1-058-5-30-0-00	Wk's Comp - CP-AFL-Mendez	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-058-5-30-0-00	Teacher Retirement - CP-AFL-Mendez	75.00	0.00	5.93	69.07	92.09 %
Total 6100 Payroll Costs		20,033.00	0.00	1,653.04	18,379.96	
61 Total		20,033.00	0.00	1,653.04	18,379.96	
Total Fund 199 General Fund		646,618.00	1,692.31	92,461.11	552,464.58	

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Grand Total of Selected Fund(s)		646,618.00	1,692.31	92,461.11	552,464.58	

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