

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

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

Approximate hours spent on CIP development	<b>Hours</b>
• By CAC and/or CAC subcommittees	2 hours
• By campus administration and/or leadership team	5 hours

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

Position	Name	Date
Principal	Amy Taylor	9/30/14
Co-Chair	Jena Weber	9/30/14
Co-Chair	Jennifer Newell 9/30/14 and Heather Sanchez 11/4/14	9/30/14 & 11/4/14



## **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	Amy Taylor
Green Tech Academy Director	Sherry Lepine

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 <sup>nd</sup> Tues):	1 <sup>st</sup> Tuesday
Time:	4:00 p..

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Sherene Mayner			✓			
Parent	Heather Sanchez	✓					
Parent	Melinda Cantu						
Parent	Vesta Garcia						
Parent	David Burns						
Parent	Christie Gaderson						
Parent	Leisha Johnson						
Parent	Tracey Hendrix						
Professional Staff Member	Sylvia Brown				✓		
Professional Staff Member	Jill Smith				✓		
Professional Staff Member	Tonia Mathews				✓		
Professional Staff Member	Jena Weber	✓			✓		
Professional Staff Member	Gretchen Kehrberg					✓	
Professional Staff Member	Rhonda Offield				✓	✓	
Professional Staff Member	Emma Renault-Varian				✓		
Classified Staff Member	Diane Ewing & Jennifer Newell						
Business Representative	Garcy Garcia						
Community Representative	Cynthia Wilcox						

## CAMPUS NEEDS ASSESSMENT FOR 2014-2015

### CAMPUS NEEDS ASSESSMENT

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

#### Performance and Accountability

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

#### Demographic Data

- Attendance ☒
- Discipline ☒

#### Surveys

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

#### Other data reviewed for needs assessment:

- 2014 Data Notebook
- Evaluation of Campus Performance in Community & Student Engagement Scorecard 2014

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

- TEA System Safeguards: 6/7/8 Reading ELL, 7 Writing Sped, and 8 Social Studies Sped
- Academic Distinctions in Reading, Math, Social Studies, Science, Top 25 Percent Student Progress, To 25 Percent Closing Performance Gaps, Postsecondary Readiness
- Level III STAAR passers

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-1 <input checked="" type="checkbox"/> State: Below safeguard target					
<b>Performance Objective: 6/7/8 Reading ELL (less than 55% TEA target) and Sped (less than 79% Federal target)</b>					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Targeted professional development in Sheltered Instruction.	Amy Taylor & Mariel Early	AISD ELL Department PD or funds to hire ELL trainer	Sheltered Instruction tools/techniques used in classroom instructional design.	September 2014 – June 2014	In Progress
Targeted professional development in differentiation and specialized instruction for general education and special education teachers.	Amy Taylor, Sherry Lepine, & Rhonda Cuellar	AISD Sped Department PD or funds to hire DI/Specialized Instruction trainer	DI and Specialized Instruction evident in classroom instruction.	September 2014 – June 2015	In Progress
Additional technology for ELL and Student Success Center (SSC) classrooms	Amy Taylor, Sherry Lepine, Rhonda Cuellar, & Mariel Early	Funding to buy technology (building use and technology accounts as funding sources)	Technology used to support student learning in ELL support setting and SSC.	August 2014 – June 2015	In Progress
Core area glossaries available in general education classrooms.	Mariel Early	Funding to buy glossaries	Glossaries used by students to support learning goals.	August 2014 – June 2015	In Progress
Access to ELL resources for core academic teachers.	Mariel Early	Funding for ELL resources	ELL resources used by students and teachers to support student learning.	August 2014 – June 2015	In Progress
Common planning time built into master schedule for sped inclusion and general education teachers.	Sherry Lepine	Master schedule planning time, PLC planning time	Collaboration between general and sped teachers evident during common planning time on Tuesdays.	August 2014 – June 2015	In Progress

Table #CI-2 <input checked="" type="checkbox"/> State: Below safeguard target					
<b>Performance Objective: 7 Writing Sped</b>					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Targeted reading and writing instruction during Tier II intervention period for STAAR non-passers.	Sherry Lepine & De'Sean Roby	Master schedule planning time, STAAR scores, writing resources, training	Student attendance, engagement, and skill improvement during intervention period.	August 2014 – June 2015	In Progress
Targeted after-school tutorials (AYP tutorials) for STAAR passers identified for growth.	De'Sean Roby	AYP tutorial planning time, STAAR scores, writing resources, training	Student attendance, engagement, and skill improvement during tutorials.	August 2014 – June 2015	In Progress
Common planning time built into master schedule for sped inclusion and general education teachers.	Sherry Lepine	Master schedule planning time, PLC planning time	Collaboration between general and sped teachers evident during common planning time on Tuesdays.	August 2014 – June 2015	In Progress

## CAMPUS ACTION PLAN FOR 2014-15

Table #CI-3 <input checked="" type="checkbox"/> State: Below safeguard target					
<b>Performance Objective: 8 Social Studies Sped</b>					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Social studies passages embedded into reading intervention class instructional materials.	Meredith Siler, Rebecca Smootz, Abel Salazar, & Lezlie Wright	Reading passages, planning time	Students reading social studies passages during Tier II intervention reading period.	August 2014 – June 2015	In Progress
Targeted social studies tutorials during TRACK, after school, during 2 <sup>nd</sup> conference period, and during instructional design.	Meredith Siler, Rebecca Smootz	Planning time, tutorial funds	Student attendance, engagement, and skill improvement during intervention period.	August 2014 – June 2015	In Progress
Common planning time built into master schedule for sped inclusion and general education teachers.	Sherry Lepine	Master schedule planning time, PLC planning time	Collaboration between general and sped teachers evident during common planning time on Tuesdays.	August 2014 – June 2015	In Progress

Table #CI-4 <input type="checkbox"/> State: Below safeguard target					
<b>Performance Objective:</b>					
Applicable Strategic Plan Goal(s): <b>Academic Distinctions in Reading, Math, Social Studies, Science</b>					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Creation and placement of a PreAP Advanced curriculum for students achieving Level III STAAR at each grade level: 6 <sup>th</sup> : Math, Science, ELA/SS block 7 <sup>th</sup> : Math, Science, ELA 8 <sup>th</sup> : Math, Science ELA, and SS	Sherry Lepine & De'Sean Roby	Master schedule planning time, PLC planning time	Student enrollment	August 2014 – June 2015	In Progress

Table #CI-5 <input type="checkbox"/> State: Below safeguard target					
<b>Performance Objective: Academic Distinctions Top 25 Percent Student Progress, Top 25 Percent Closing Achievement Gaps, &amp; Postsecondary Readiness</b>					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Creation and placement of a PreAP Advanced curriculum for students	Sherry Lepine & De'Sean Roby	Master schedule planning time, PLC planning time	Student enrollment	August 2014 – June 2015	In Progress

## CAMPUS ACTION PLAN FOR 2014-15

achieving Level III STAAR at each grade level: 6 <sup>th</sup> : Math, Science, ELA/SS block 7 <sup>th</sup> : Math, Science, ELA 8 <sup>th</sup> : Math, Science ELA, and SS					
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Table #CI-6 <input type="checkbox"/> State: Below safeguard target					
<b>Performance Objective: Increase STAAR Level III passers in all tested subjects/grade levels.</b>					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Creation and placement of a PreAP Advanced curriculum for students achieving Level III STAAR at each grade level: 6 <sup>th</sup> : Math, Science, ELA/SS block 7 <sup>th</sup> : Math, Science, ELA 8 <sup>th</sup> : Math, Science ELA, and SS	Sherry Lepine & De'Sean Roby	Master schedule planning time, PLC planning time	Student enrollment	August 2014 – June 2015	In Progress
Targeted STAAR tutorials during TRACK, after school, during 2 <sup>nd</sup> conference period, and during instructional design.	Teachers and administration	Planning time, tutorial funds	Student attendance, engagement, and skill improvement during intervention period.	August 2014 – June 2015	In Progress

Table #CI-7 <input type="checkbox"/> State: Below safeguard target					
<b>Performance Objective: Improve parent, student, and staff climate surveys.</b>					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide various professional development options for teachers based on justification and campus identified need.	Amy Taylor, Department Chairs, Teachers	Funding for training, PD campus days	Staff survey results	August 2014 – June 2015	In Progress
Capturing Kids Hearts training for staff to ensure students feel valued, respected, and want to come to school.	Amy Taylor	Funding	% of staff trained and implementing strategies/tools	August 2014 – June 2015	In Progress
Staff is responsive to needs of the community through timely and supportive communication.	All Staff	Training	Parent survey results	August 2014 – June 2015	In Progress
Provide student recognition for good grades, good behavior, and good attendance.	All Staff	Time for planning	Students are recognized consistently throughout the school year Student and parent survey	August 2014 – June 2015	In Progress



## CAMPUS ACTION PLAN FOR 2014-15

			results		
The master schedule reflects time within the work day for teachers to collaborate with their peers.	Sherry Lepine & De'Sean Roby	Planning time	Staff survey results	August 2014 – June 2015	In Progress

Table #CI-8 ☐ State: Below safeguard target

### Performance Objective: Increase Student & Community Engagement (Campus Evaluation)

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<b>Fine Arts:</b> School plans at least 3 community building fine arts experiences each year for all students, parents and staff.	Fine Arts department	Facility, supplies	Attendance rates at events	August 2014 –June 2015	In Progress
<b>Wellness &amp; Physical Education:</b> School meets requirements for No Place for Hate	Counselors	Meeting locations, time off for PD,	No Place for Hate banner	August 2014 –June 2015	In Progress
<b>Community &amp; Parental Involvement:</b> Parent Nights are offered at least 3 times per year.	PTA & Administration	Facility, supplies, speakers	Attendance rates at events	August 2014 –June 2015	In Progress
<b>21<sup>st</sup> Century Workforce Development:</b> <ol style="list-style-type: none"> <li>1. Increase in percentage of students in coherent CTE sequences.</li> <li>2. College/Career Fair and COIN for 8<sup>th</sup> grade students.</li> <li>3. PBL-Blended Learning in 8<sup>th</sup> grade.</li> </ol>	CTE teachers, administration, <b>counselors</b>	Computers, training, PD time for planning, master schedule, scheduling, planning time for DL curriculum planning, DL professional development, scheduling DL classes.	# of students in coherent CTE sequences, completion of College/Career Fair & COIN, PBL-Blended Learning in grade 8, DL implementation for 2014-15.	August 2014 –August 2015	In Progress
<b>Second Language Acquisition Program:</b> <ol style="list-style-type: none"> <li>1. Increase % of students earning LOTE credit in middle school.</li> <li>2. Expand LOTE offerings to 3 languages (Spanish, Latin, &amp; American Sign Language).</li> <li>3. Submit application and prepare for Dual Language (DL) programming.</li> </ol>	LOTE department, identified DL teachers, counselors, & administration	Planning time, curriculum planning, hiring of new LOTE teachers	Enrollment in LOTE courses, course requests	August 2014 –June 2015	In Progress
<b>Digital Learning Environment:</b> <ol style="list-style-type: none"> <li>1. CTE course offerings.</li> <li>2. Increase in Problem-Based</li> </ol>	Teachers, counselors, administration	Planning time, curriculum planning	Increase in CTE course offerings and course requests. Evidence of PBL	August 2014 –June 2015	In Progress

## CAMPUS ACTION PLAN FOR 2014-15

Learning (collaborative learning) at grades other than grade 8.			in various grade levels and departments.		
<b>Dropout Prevention Strategies:</b> Attendance rate achieves required improvement.	All staff	Attendance files and updates	Decrease in unexcused absences and unexcused tardies	August 2014 –June 2015	In Progress
<b>Education Programs for Gifted &amp; Talented Students:</b> Recognized or Exemplary Rating on GT Program Campus Self-Assessment 2013-14 for: 1. Student Assessment 2. Service Design 3. Curriculum & Instruction 4. Family Community Involvement 5. Professional Development				August 2014 –June 2015	In Progress

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b> <ol style="list-style-type: none"> <li><b>Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b></li> <li><b>Student participation in physical activities</b></li> <li><b>Improvement of Fitnessgram results for all students</b></li> <li><b>Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b></li> </ol>					
Applicable Strategic Plan Goal(s): 1,2					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Comply with the Federal, State, and Local Wellness Policy (FFA, Legal, Local, and Exhibit) by: <ol style="list-style-type: none"> <li>3 events to be excluded from the Texas Public School Nutrition Policy: December 18, February 13, &amp; May tbd (Cougar Capers)</li> <li>Eliminate food fundraisers during the school day</li> <li>Marketing healthy nutrition choices and information through the Cougar News and announcements.</li> </ol>	Administration, Teachers	Time for planning	Fitnessgram results, participation rates	August 2014 – June 2015	In Progress
Implementation of CATCH & healthy living initiatives: <ol style="list-style-type: none"> <li>Installation of student/faculty salad bar in cafeteria,</li> <li>Green Fest (CATCH Family-Fun Night),</li> <li>GetUr60 a.m.,</li> <li>water bottles,</li> <li>hydration stations,</li> <li>STEAM camp CATCH alignment,</li> <li>Brain breaks during instructional settings,</li> </ol>	Administration, Teachers	Time for planning	Fitnessgram results, participation rates	August 2014 – June 2015	In Progress

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b>					
<b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b> <b>2. Student participation in physical activities</b> <b>3. Improvement of Fitnessgram results for all students</b> <b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b>					
Applicable Strategic Plan Goal(s): 1,2					
8. water station in cafeteria during breakfast/lunches					
Ensure student participation in moderate to vigorous physical activity during PE, TRACK, and Brain Breaks 1. PE lessons comprised of 50% moderate to vigorous activity weekly, 2. Brain Breaks during instructional time	Administration, Teachers	Time for planning	Fitnessgram results, participation rates	August 2014 – June 2015	In Progress
Improve campus Fitnessgram scores by: 1. Test and record Fitnessgram data for 85% of all students. 2. Increase the % of students in the Healthy Zone for BMI, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach and Trunk Lift 3. Share Fitnessgram data with campus staff, parents, and students.	Administration, Teachers	Time for planning	Fitnessgram results, participation rates	August 2014 – June 2015	In Progress
Provide fitness opportunities for staff such as yoga, walking, etc.	Administration	Facility, time for planning	Number of participants	August 2014 – June 2015	In Progress

Table #DR-2

<b>Performance Objective: Effective violence prevention and intervention measures will be in place.</b>
Applicable Strategic Plan Goal(s): 1,2

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

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Reduce the number of referrals coded as "Fight" in DEEDS and have a proactive/preventative system in place for student conflict resolution	Classroom teachers – sent out by AP's	Safety lesson provides education to the student body regarding knowledge of the law regarding fights and how to prevent	Reduction in number of referrals coded as "fight" in DEEDS and less time out of class due to suspension	August 25, 2014	Completed
Clearly define what violence is (all aspects) for staff and students so that there is a common understanding of types: physical, emotional, domestic, media and dating violence and identify students who need assistance	Amy Rogers Coordinator	Expect Respect Group will address Dating Violence, Domestic Violence and Healthy Relationships (free) Counselors will administer the needs assessments to determine student participation and groups	Evidence in student, parent survey that students feel safe	All –year beginning end of September – once a week. Students are referred to the groups	In place – will begin late September 2014
Reduce numbers of referrals for drugs, alcohol, possession of controlled substances	Amy Rogers - Coordinator	Phoenix House – 15 lessons for students at each grade level	Evidence in student, parent survey that students feel safe DEEDS referrals/discipline data – AP's will provide data	All year beginning Sept. 29	In place – will finish in April 2014
Implement Peer Mediation Program	New Social Work Intern	Establish a process and program for Small	Program Implemented by 2 <sup>nd</sup> semester		
PD on Bullying	Beverly Rives, Ombudsman			August 20, 2014	Completed

## 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 <b>Elementary Schools only:</b> EC/PK/EL transition programs

Table #DR-3

Performance Objective: Parental involvement will be encouraged.					
Applicable Strategic Plan Goal(s): 1,2,3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
The Adolescent Brain/ Who's This Monster in my MS Child's Body?/ STEAM Camp Info	Counselors, District Support	Food and Childcare \$/ Freebies/ Door Prizes/ Spirit Items	Attendance at camps/events Parent evaluations/ Google Doc/ Survey Monkey Feedback	Nov. 6, 2014	Ongoing
The Adolescent Child/ STEAM Camp Info	Counselors, District Support	Food and Childcare \$/ Freebies/ Door Prizes/ Spirit Items	Attendance at camps/events Parent evaluations	Jan. 15, 2015	Ongoing
Social Media/ Cyber Safety	Jerry Webb/ John Thoms/ Beverly Reeves	Food and Childcare \$/ Freebies/ Door Prizes/ Spirit Items	Attendance at camps/events Parent evaluations	April 2, 2015	Ongoing
6 <sup>th</sup> Grade Parent Transition Meetings	AP, Counselors, 6 <sup>th</sup> Grade Teachers, PTA, Athletic Boosters	Food \$/ Childcare and Materials	Evaluations/ Questionnaire	August 12 and 14	Completed
Invitations to Fine Arts/ P.E. Events	Fine Arts Staff and Coaches	None	Attendance	2014-15	Ongoing

Table #DR-4

Performance Objective: Adequate and appropriate campus-level professional development will be provided.					
<b>Note: This action plan component must be approved by the CAC.</b>					
Applicable Strategic Plan Goal(s): 1,2,3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
August 19-20, 2014: Happy, Healthy Relationships	Amy Taylor	AISD SEL support staff	Staff survey results	August 2014	Completed
October 13, 2014: Social-Emotional Learning (SEL), ELL Sheltered Instruction, Technology Integration, Departmental Focus	Amy Taylor, admin, counselors, department chairs	AISD SEL and ELL support staff/trainers	Staff survey results Integration of strategies/tools in classroom instructional design	October 2014 – June 2015	In Progress
November 11, 2014: Curriculum,	Amy Taylor, admin,	Planning time for PD day	Staff survey results	November 2014 – June	In Progress

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-4

Performance Objective: Adequate and appropriate campus-level professional development will be provided.					
<b>Note: This action plan component must be approved by the CAC.</b>					
Applicable Strategic Plan Goal(s): 1,2,3					
Instruction, and Assessment (CIA) and Social-Emotional Learning (SEL)	counselors, department chairs		Integration of strategies/tools in classroom instructional design	2015	
February 16, 2014: CIA and SEL	Amy Taylor, admin, counselors, department chairs	Planning time for PD day AISD SEL support staff	Staff survey results Integration of strategies/tools in classroom instructional design	February 2015 – June 2015	In Progress
Monday PLCs: Pro-active systems of support for grades, attendance, and behavior	Admin, counselors, teachers	Time for planning and implementation	Student recognition throughout school year	October 2014 – June 2015	In Progress
Tuesday PLCs: Common planning time with general education and support staff (Sped, ELL, PreAP/GT)	Admin, counselors, teachers, support staff	Time for planning and implementation	Staff survey results Integration of differentiated strategies/tools in classroom instructional design	August 2014 – June 2015	In Progress
Thursday PLCs: Common planning time with horizontal teams	Teachers	Time for planning and implementation	Staff survey results Integration of differentiated strategies/tools in classroom instructional design	August 2014 – June 2015	In Progress
Capturing Kids Hearts training	Staff	Funding for training	Implementation of tools/strategies Student, staff, and parent survey results	September 2014 – June 2015	In Progress
National Alliance for Partnership in Equity (NAPE) Micro messaging Academy for Science, Technology, Engineering, and Math (STEM) teacher volunteers	Teacher volunteers (7)	Release time for training and collaboration Stipend from AISD	Completion of program and stipend	October 2014 – June 2015	In Progress

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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

#### Special Education Identification – All Levels

Table #DR-5					
Performance Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A) 4 <sup>th</sup> 6 weeks	
Campus Rate: 11.2%		Does campus performance require inclusion of this objective? (Yes or No): Yes			
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Decrease sped rate to <8.5% by improving vertical alignment identification.	Sped staff	Time for planning & collaboration	Decrease in sped rate	August 2014 – June 2015	In Progress
Utilize eCST processes when identifying students for possible special education testing.	All staff	PD on eCST process and systems of intervention	Decrease of referrals to special education	August 2014 – June 2015	In Progress

Table #DR-7					
Performance Objective: Reduce the rate of Hispanic students identified for special education.					
Condition: If Hispanic SPED enrollment rate is > 1 percentage point above Hispanic enrollment rate				Source: SPED C-IEP (C) 4 <sup>th</sup> 6 weeks	
Campus Figure: 8.8		Does campus performance require inclusion of this objective? (Yes or No): Yes			
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to monitor sped Hispanic rate	Special education staff	Data	2014-15 Hispanic sped enrollment will maintain within the 1 percentage point requirement	August 2014 – June 2015	In Progress
Support evidence of best practices for ELLs by monitoring, coaching and providing feedback and recommendations to teachers in order to ensure high student engagement lessons.	All staff	PLC, professional development days	Engaging, best practice lessons	August 2014 – June 2015	In Progress



## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

### Campus Climate and Culture – MS Level Only

Table #DR-19						
<b>Performance Objective: Improve overall campus climate and culture through implementation of an Anti-bullying Plan</b>						
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
Through collaboration with staff, community members, and AISD support staff, Small MS will develop an Anti-bullying plan that addresses anti-bullying, social media, suicide prevention, healthy relationships, coping skills, accepting differences, and parents/staff training.		Admin, counselors, AISD support staff	Time for planning Funding Speakers	Completion of Anti-bullying plan content specific to each area that addresses anti-bullying, social media, suicide prevention, healthy relationships, coping skills, accepting differences, and parents/staff training.	August 2014 – June 2015	In Progress

**APPENDIX A-1**  
**Use of State Compensatory Education Funds for Improved Student Achievement**

Programs and services currently being implemented on this campus that are partially or fully supported through State Compensatory Education (SCE) or grant funding include the following:

<b>Programs/Services</b>	<b>Describe how the campus is meeting needs of at-risk students with SCE resources:</b>
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	Services for at-risk students: Math & Reading Tuesday tutorial program after school to serve students who do not have a Tier II intervention class during the school day.
General Supplies for at-risk students:	Services for at-risk students: Math & Reading Tuesday tutorial program after school to serve students who do not have a Tier II intervention class during the school day.
Transition Services (from middle school to high school or from elementary school to middle school):	5 <sup>th</sup> to 6 <sup>th</sup> grade Cougar Camp & STEAM camp for students in need of assistance (scholarship for on file): support for students identified as at-risk of not meeting state academic performance goals on STAAR.
Middle School reading and math initiatives:	Blended learning software and PD for staff to meet the needs of at-risk students in inclusionary settings (Tier I instruction).
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	Make up time for unexcused absences: at risk students are provided additional social, emotional, behavioral, and academic supports to promote effective learning and maximize academic achievement.
Reading specialists (to include literacy coaches):	N/A
Math specialist (FTE for math interventions):	N/A
Elementary Counselors:	N/A
Dropout prevention services:	N/A
DELTA (or other credit recovery programs):	N/A
Parent Support Specialist (or other parent involvement expenses):	N/A
9 <sup>th</sup> Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	

## 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.

Campus Scorecard 2014-15  
060 - Small Middle School

The following indicators are included in the campus scorecard:

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

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

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

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

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

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

**STAAR Reading - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	53%	53%	55%	62%
Afr Amer	24%	34%	30%	40%
Hispanic	40%	40%	45%	54%
White	66%	66%	65%	70%
Asian	62%	66%	70%	75%
Two+	50%	67%	60%	66%
SpEd	23%	24%	36%	46%
ECD	29%	33%	38%	47%
ELL	12%	13%	10%	23%

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

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

- Denominator is 0

**STAAR Mathematics - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	47%	41%	47%	55%
Afr Amer	20%	27%	26%	37%
Hispanic	32%	30%	37%	46%
White	60%	51%	56%	62%
Asian	65%	75%	77%	81%
Two+	48%	42%	57%	64%
SpEd	33%	31%	41%	50%
ECD	30%	26%	30%	41%
ELL	20%	23%	18%	30%

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

Includes EOCs taken in Middle School

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

- Denominator is 0

**STAAR Writing - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	47%	35%	42%	50%
Afr Amer	28%	29%	*	30%
Hispanic	38%	20%	33%	43%
White	57%	47%	52%	60%
Asian	63%	73%	36%	45%
Two+	47%	40%	52%	60%
SpEd	25%	15%	31%	41%
ECD	35%	17%	27%	38%
ELL	31%	13%	*	27%

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

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

- Denominator is 0

**STAAR Science - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	49%	51%	52%	59%
Afr Amer	16%	22%	47%	55%
Hispanic	33%	38%	40%	49%
White	66%	65%	64%	69%
Asian	65%	>99%	69%	74%
Two+	33%	59%	50%	58%
SpEd	38%	36%	32%	43%
ECD	23%	30%	33%	43%
ELL	10%	*	*	15%

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

\* Numerator is less than 5 and denominator is &gt; 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	46%	34%	33%	43%
Afr Amer	16%	<1%	33%	43%
Hispanic	34%	25%	19%	31%
White	58%	47%	47%	55%
Asian	59%	50%	54%	61%
Two+	50%	29%	*	36%
SpEd	25%	15%	25%	36%
ECD	22%	18%	19%	31%
ELL	*	*	*	15%

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	26%	28%	29%	33%
Afr Amer	9%	10%	*	13%
Hispanic	17%	16%	18%	22%
White	34%	39%	39%	42%
Asian	47%	44%	39%	42%
Two+	30%	33%	43%	45%
SpEd	1%	3%	14%	19%
ECD	12%	14%	15%	19%
ELL	2%	4%	*	5%

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

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

- Denominator is 0

**STAAR Mathematics - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	17%	11%	15%	19%
Afr Amer	2%	4%	*	8%
Hispanic	9%	5%	9%	13%
White	24%	15%	19%	23%
Asian	41%	38%	39%	42%
Two+	13%	11%	17%	21%
SpEd	6%	5%	*	9%
ECD	6%	3%	6%	10%
ELL	<1%	9%	*	5%

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

Includes EOCs taken in Middle School

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

- Denominator is 0

### STAAR Writing - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	11%	6%	8%	13%
Afr Amer	6%	14%	*	5%
Hispanic	4%	1%	6%	10%
White	14%	10%	13%	17%
Asian	50%	9%	*	5%
Two+	16%	10%	*	14%
SpEd	<1%	<1%	*	12%
ECD	5%	1%	5%	10%
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	22%	22%	26%	30%
Afr Amer	5%	<1%	*	5%
Hispanic	13%	12%	14%	19%
White	30%	34%	37%	40%
Asian	35%	63%	62%	64%
Two+	17%	24%	42%	45%
SpEd	<1%	<1%	*	14%
ECD	5%	12%	8%	12%
ELL	<1%	*	*	5%

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

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

- Denominator is 0

### STAAR Social Studies - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	29%	19%	16%	20%
Afr Amer	11%	<1%	*	18%
Hispanic	15%	13%	7%	12%
White	42%	26%	25%	29%
Asian	41%	50%	38%	42%
Two+	25%	18%	*	13%
SpEd	<1%	3%	*	14%
ECD	9%	6%	*	9%
ELL	*	*	*	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	66%	62%	65%
Afr Amer	56%	47%	50%
Hispanic	59%	58%	60%
White	73%	67%	70%
Amer Ind	*	*	0%
Asian	81%	74%	75%
Two+	67%	59%	60%
SpEd	56%	46%	50%
ELL	-	47%	50%

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	55%	61%	65%
Afr Amer	50%	68%	70%
Hispanic	58%	58%	60%
White	52%	61%	65%
Amer Ind	*	*	100%
Asian	74%	71%	75%
Two+	44%	70%	75%
SpEd	58%	60%	65%
ELL	-	45%	50%

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	21%	14%	16%
Afr Amer	9%	*	10%
Hispanic	16%	13%	15%
White	27%	14%	16%
Amer Ind	*	*	1%
Asian	31%	26%	28%
Two+	17%	*	11%
SpEd	26%	12%	14%
ELL	-	12%	14%

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	9%	12%	14%
Afr Amer	5%	16%	18%
Hispanic	7%	9%	11%
White	10%	14%	16%
Amer Ind	*	*	100%
Asian	13%	16%	18%
Two+	8%	15%	17%
SpEd	13%	*	6%
ELL	-	*	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	95.7%	96.1%	95.6%	95.9%	96.1%
Afr Amer	95.4%	95.7%	95.9%	96.4%	97.0%
Hispanic	95.7%	95.8%	95.5%	95.7%	96.0%
White	95.5%	96.2%	95.4%	95.9%	96.0%
Amer Ind	*	*	*	*	99.8%
Asian	97.1%	97.4%	97.2%	96.2%	97.0%
Two+	97.0%	96.1%	96.2%	96.7%	97.0%
ECD	95.3%	95.3%	95.0%	95.6%	96.0%

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	10	1.02%	*	*	*	*	0.15%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	7	1.77%	*	*	*	*	0.15%
White	*	*	*	*	*	*	0.15%
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	76	7.72%	53	4.80%	47	4.62%	4.00%
Afr Amer	9	17.31%	5	8.62%	*	*	4.50%
Hispanic	34	8.61%	28	5.82%	28	6.32%	6.00%
White	27	5.99%	13	2.75%	16	3.65%	3.00%
Amer Ind	*	*	*	*	*	*	0.00%
Asian	*	*	*	*	*	*	2.00%

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	31	3.15%	93	8.42%	55	5.40%	5.00%
Afr Amer	*	*	8	13.79%	*	*	2.00%
Hispanic	15	3.80%	53	11.02%	24	5.42%	5.00%
White	10	2.22%	26	5.51%	29	6.62%	6.00%
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	1055	968
Afr Amer	54	38
Hispanic	457	384
White	457	415
Amer Ind	1	1
Asian	39	45
Two+	47	85

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	48	*	*	43	*	*	1%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	41	*	*	38	*	*	2%
White	*	*	*	22	*	*	4%
SpEd	7	*	*	9	*	*	0%
ECD	41	*	*	35	*	*	2%

Data Source: Contractor's Electronic Files

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

- Denominator is 0

## Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	22	11	50%	22	13	59%	24	12	50%	24	15	62%	24	12	50%	23	14	61%
F	Hispanic	179	114	64%	175	113	65%	213	127	60%	206	139	67%	212	124	58%	208	126	61%
F	White	193	135	70%	188	138	73%	189	144	76%	184	156	85%	196	159	81%	188	155	82%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		394	260	66%	385	264	69%	426	283	66%	414	310	75%	432	295	68%	419	295	70%
M	Afr Amer	25	16	64%	25	20	80%	20	13	65%	20	17	85%	12	11	92%	11	11	>99%
M	Hispanic	168	86	51%	164	128	78%	214	124	58%	209	165	79%	194	118	61%	190	156	82%
M	White	213	141	66%	210	174	83%	226	152	67%	222	194	87%	191	134	70%	190	167	88%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		406	243	60%	399	322	81%	460	289	63%	451	376	83%	397	263	66%	391	334	85%
Total		800	503	63%	784	586	75%	886	572	65%	865	686	79%	829	558	67%	810	629	78%

Data Source: AISD Fitnessgram

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

- Denominator is 0

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

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6118-45-060-5-24-0-00	Extra Duty - CP-Sum Prog-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-80-060-5-24-0-00	Extra Duty - CP-Tutor-Small	3,157.00	0.00	698.46	2,458.54	77.87 %
199-11-6118-87-060-5-24-0-00	Extra Duty - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-MI-060-5-24-0-00	Extra Duty - CP-Vertical Team Supp-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-060-5-24-0-00	Extra Duty - CP-Stdnt Supt Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R7-060-5-24-0-00	Extra Duty - CP-AYP Secondary-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-SL-060-5-24-0-00	Extra Duty - CP-MS Strugg Learners-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-87-060-5-24-0-00	Professional Salary - CP-Math/Read Initiative-Small	0.00	0.00	-1,063.94	1,063.94	0.00 %
199-11-6121-80-060-5-24-0-00	Overtime - CP-Tutor-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-87-060-5-24-0-00	Overtime - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R4-060-5-24-0-00	Overtime - CP-Risk Stud Sup-Small	0.00	0.00	6.28	-6.28	0.00 %
199-11-6125-R5-060-5-24-0-00	Part-Time Hourly - CP-Stdnt Supt Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-SL-060-5-24-0-00	Part-Time Hourly - CP-MS Strugg Learners-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-00-060-5-24-0-00	Support Personnel Salary - CP-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-87-060-5-24-0-00	Support Personnel Salary - CP-Math/Read	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-060-5-24-0-00	Support Personnel Salary - CP-Risk Stud Sup-Small	48,000.00	0.00	2,815.46	45,184.54	94.13 %
199-11-6141-00-060-5-24-0-00	FICA - CP-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-45-060-5-24-0-00	FICA - CP-Sum Prog-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-80-060-5-24-0-00	FICA - CP-Tutor-Small	248.00	0.00	51.18	196.82	79.36 %
199-11-6141-87-060-5-24-0-00	FICA - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-060-5-24-0-00	FICA - CP-Risk Stud Sup-Small	3,672.00	0.00	140.59	3,531.41	96.17 %
199-11-6141-R5-060-5-24-0-00	FICA - CP-Stdnt Supt Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R7-060-5-24-0-00	FICA - CP-AYP Secondary-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-SL-060-5-24-0-00	FICA - CP-MS Strugg Learners-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-80-060-5-24-0-00	Health/Life Ins - CP-Tutor-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-87-060-5-24-0-00	Health/Life Ins - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-060-5-24-0-00	Health/Life Ins - CP-Risk Stud Sup-Small	10,954.00	0.00	833.50	10,120.50	92.39 %
199-11-6142-R5-060-5-24-0-00	Health/Life Ins - CP-Stdnt Supt Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-80-060-5-24-0-00	Wk's Comp - CP-Tutor-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-87-060-5-24-0-00	Wk's Comp - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-060-5-24-0-00	Wk's Comp - CP-Risk Stud Sup-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-060-5-24-0-00	Wk's Comp - CP-Stdnt Supt Init-Small	0.00	0.00	0.00	0.00	0.00 %

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6143-R7-060-5-24-0-00	Wk's Comp - CP-AYP Secondary-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-SL-060-5-24-0-00	Wk's Comp - CP-MS Strugg Learners-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6145-80-060-5-24-0-00	Unemp Comp - CP-Tutor-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-060-5-24-0-00	Teacher Retirement - CP-Small	10.00	0.00	0.00	10.00	100.00 %
199-11-6146-80-060-5-24-0-00	Teacher Retirement - CP-Tutor-Small	17.00	0.00	12.97	4.03	23.70 %
199-11-6146-87-060-5-24-0-00	Teacher Retirement - CP-Math/Read Initiative-Small	0.00	0.00	-5.94	5.94	0.00 %
199-11-6146-R4-060-5-24-0-00	Teacher Retirement - CP-Risk Stud Sup-Small	264.00	0.00	10.39	253.61	96.06 %
199-11-6146-R5-060-5-24-0-00	Teacher Retirement - CP-Stdnt Supt Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R7-060-5-24-0-00	Teacher Retirement - CP-AYP Secondary-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-SL-060-5-24-0-00	Teacher Retirement - CP-MS Strugg Learners-Small	9.00	0.00	0.00	9.00	100.00 %
<b>Total 6100 Payroll Costs</b>		<b>66,331.00</b>	<b>0.00</b>	<b>3,498.95</b>	<b>62,832.05</b>	
199-11-6329-87-060-5-24-0-00	Reading Materials - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-SL-060-5-24-0-00	Reading Materials - CP-MS Strugg Learners-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6396-MI-060-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-Vertical Team	0.00	0.00	0.00	0.00	0.00 %
199-11-6397-MI-060-5-24-0-00	Software - CP-Vertical Team Supp-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6397-SL-060-5-24-0-00	Software - CP-MS Strugg Learners-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6398-MI-060-5-24-0-00	Equip< \$5000 Per Unit - CP-Vertical Team Supp-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6398-NI-060-5-24-0-00	Equip< \$5000 Per Unit - CP-Support NI/AU-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-45-060-5-24-0-00	General Supplies - CP-Sum Prog-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-80-060-5-24-0-00	General Supplies - CP-Tutor-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-87-060-5-24-0-00	General Supplies - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-060-5-24-0-00	General Supplies - CP-Campus Cost-Small	250.00	0.00	0.00	250.00	100.00 %
199-11-6399-MI-060-5-24-0-00	General Supplies - CP-Vertical Team Supp-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-NI-060-5-24-0-00	General Supplies - CP-Support NI/AU-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-SL-060-5-24-0-00	General Supplies - CP-MS Strugg Learners-Small	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<b>250.00</b>	<b>0.00</b>	<b>0.00</b>	<b>250.00</b>	
199-11-6411-45-060-5-24-0-00	Employee Travel - CP-Sum Prog-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-R8-060-5-24-0-00	Field Trips - CP-AYP Elem-Small MS	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-SL-060-5-24-0-00	Field Trips - CP-MS Strugg Learners-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-TF-060-5-24-0-00	Field Trips - CP-Transition-Small	0.00	0.00	0.00	0.00	0.00 %

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**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6497-R8-060-5-24-0-00	Food/Refreshment - CP-AYP Elem-Small MS	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-SL-060-5-24-0-00	Food/Refreshment - CP-MS Strugg Learners-Small	0.00	0.00	0.00	0.00	0.00 %
199-11-6499-TF-060-5-24-0-00	Misc Operating Expenses - CP-Transition-Small	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		0.00	0.00	0.00	0.00	
199-11-6639-NI-060-5-24-0-00	Equip> \$5000 per unit - CP-Support NI/AU-Small	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6600 Capital Outlay</b>		0.00	0.00	0.00	0.00	
<b>11 Total</b>		66,581.00	0.00	3,498.95	63,082.05	
199-12-6329-SL-060-5-24-0-00	Reading Materials - CP-Struggling Learner-Small	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		0.00	0.00	0.00	0.00	
<b>12 Total</b>		0.00	0.00	0.00	0.00	
199-13-6118-87-060-5-24-0-00	Extra Duty - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-R5-060-5-24-0-00	Extra Duty - CP-SSIG-Small MS	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-87-060-5-24-0-00	FICA - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-R5-060-5-24-0-00	FICA - CP-SSIG-Small MS	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-87-060-5-24-0-00	Wk's Comp - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-87-060-5-24-0-00	Teacher Retirement - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-R5-060-5-24-0-00	Teacher Retirement - CP-SSIG-Small MS	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
199-13-6298-R6-060-5-24-0-00	Misc Contracted Services - CP-Tech Support/1D-Small	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6200 Purchase &amp; Contracted Services</b>		0.00	0.00	0.00	0.00	
199-13-6411-87-060-5-24-0-00	Employee Travel - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		0.00	0.00	0.00	0.00	

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
<b>13 Total</b>		0.00	0.00	0.00	0.00	
199-23-6118-80-060-5-24-0-00	Extra Duty - CP-Tutor-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6118-DE-060-5-24-0-00	Extra Duty - CP-Aft Sch Det-Small	1,161.00	0.00	0.00	1,161.00	100.00 %
199-23-6119-87-060-5-24-0-00	Professional Salary - CP-Math/Read Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-80-060-5-24-0-00	FICA - CP-Tutor-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-87-060-5-24-0-00	FICA - CP-Math/Read Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-DE-060-5-24-0-00	FICA - CP-Aft Sch Det-Small	89.00	0.00	0.00	89.00	100.00 %
199-23-6142-87-060-5-24-0-00	Health/Life Ins - CP-Math/Read Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-80-060-5-24-0-00	Wk's Comp - CP-Tutor-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-87-060-5-24-0-00	Wk's Comp - CP-Math/Read Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-DE-060-5-24-0-00	Wk's Comp - CP-Aft Sch Det-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-80-060-5-24-0-00	Teacher Retirement - CP-Tutor-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-87-060-5-24-0-00	Teacher Retirement - CP-Math/Read Init-Small	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-DE-060-5-24-0-00	Teacher Retirement - CP-Aft Sch Det-Small	2.00	0.00	0.00	2.00	100.00 %
<b>Total 6100 Payroll Costs</b>		1,252.00	0.00	0.00	1,252.00	
199-23-6396-R6-060-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D Support-Small	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		0.00	0.00	0.00	0.00	
<b>23 Total</b>		1,252.00	0.00	0.00	1,252.00	
199-32-6139-MB-060-5-24-0-00	Employee Allowance - CP-Mobile Phone-Small	0.00	0.00	0.00	0.00	0.00 %
199-32-6141-MB-060-5-24-0-00	FICA - CP-Mobile Phone-Small	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-MB-060-5-24-0-00	Wk's Comp - CP-Mobile Phone-Small	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
<b>32 Total</b>		0.00	0.00	0.00	0.00	
199-53-6129-87-060-5-24-0-00	Support Personnel Salary - CP-Math/Read	0.00	0.00	0.00	0.00	0.00 %
199-53-6141-87-060-5-24-0-00	FICA - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %

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**Campus/Org Expense Listing**  
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**Fund 199 General Fund**

<b>Fnd-Fnc-Obj-Sub-Org-Yr-Prog</b>	<b>Description</b>	<b>Appropriation</b>	<b>Encumbrance</b>	<b>Expenditure</b>	<b>Balance</b>	<b>Pct. Rem.</b>
199-53-6142-87-060-5-24-0-00	Health/Life Ins - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-53-6143-87-060-5-24-0-00	Wk's Comp - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
199-53-6146-87-060-5-24-0-00	Teacher Retirement - CP-Math/Read Initiative-Small	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<b>53 Total</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<b>Total Fund 199 General Fund</b>		<u>67,833.00</u>	<u>0.00</u>	<u>3,498.95</u>	<u>64,334.05</u>	

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**Campus/Org Expense Listing**  
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**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		67,833.00	0.00	3,498.95	64,334.05	

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