

Austin Independent School District

Young Women's Leadership Academy

2014-2015 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The Bertha Sadler Means Young Women's Leadership Academy will educate students in an cooperative learning environment that promotes scholarship, leadership, character education and community service leading toward a successful transition to the Early College High School to pursue success in college, career and life.

Vision

The Bertha Sadler Means Young Women's Leadership Academy will foster a sisterhood environment to develop confident, academically prepared, service-minded and innovative young women leaders for success in college, career and life.

Girls leading the way!

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Comprehensive Needs Assessment

Needs Assessment Overview

1. Improve academic achievement for all students and all student groups (STAAR)
2. Improve identification of struggling students and provide adequate interventions for struggling students
3. Increase years of experience in faculty and provide professional development needed to work with a mostly at-risk student population
4. Improve daily attendance rates
5. Decrease chronic absenteeism
6. Develop sufficient protocols and teacher led systems to address data analysis and interventions
7. Improve school climate
8. Develop a comprehensive and inclusive community and parent engagement program
9. Develop a stronger sense of urgency with regard to monitoring instruction and response to instruction and intervention

INITIATIVES:

PEDAGOGY

1. Art & Science of Teaching
2. Professional Learning Communities
3. Quality implementation of curriculum (Schoolnet)

ANCHORS

4. Literacy
5. Single gender strategies
6. AVID
7. Technology

COMMUNITY

8. Social Emotional Learning
9. Student leadership & STEM
10. House system

Demographics

Demographics Summary

Sadler Means YWLA is a middle school, grades 6-8, with a female only population. Currently, the enrollment is at 360.

Low socio-economic status: 96%

Limited English Proficient: 40%

Special Education: 13%

% Hispanic: 68

% African-American: 24

% White: 2

% 2 or more races: 1

% American Indian: 1

% Asian: 4

Teacher experience: >6 years = 58%

Demographics Strengths

Sadler Means YWLA has transitioned into a single-gender model of education and will serve only girls in grades 6 to 8.

Diverse population

High enrollment in 6th grade

Teacher experience: >6 years = 58%

Demographics Needs

Increase enrollment

Over representation of students in Special Education

Over representation of students who are Limited English Proficient

Reduce high mobility rate

Increase attendance rates

School Culture and Climate

School Culture and Climate Summary

Sadler Means YWLA is an all girls middle school campus.

Our pillars are: sisterhood, leadership, academics, and STEM.

Offer ample opportunities for all students to participate in student organizations and school wide functions.

Morning assemblies twice per week promote and encourage sisterhood and unity.

Mentoring Minds with Social Emotional Learning lessons develop teamwork, unity, and collaboration.

Wrap-around services are provided to support the whole child.

Campus Social Services Team meet every 2 weeks to evaluate programming and student support.

Uniforms help define the school culture and climate.

House system provides disciplinary structure.

House leaders and Campus Administrators meet weekly to discuss student discipline.

Bullying is addressed immediately to prevent a negative school culture.

Campus Safety Committee will be created to promote school safety.

School Resource Officer and Monitor help maintain safety conducive to positive school culture and climate.

School Culture and Climate Strengths

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School Culture and Climate Needs

Students and parents need assistance purchasing uniform items.

Clear understanding of House system as a disciplinary structure.

Eliminate bullying behaviors.

Campus Safety Committee will be created to promote school safety.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

New faculty and staff has been hired at Sadler Means YWLA.

All faculty is Highly Qualified and 58% bring 6 or more years of teaching experience.

REACH is part of the campus and provides mentorship for new teachers and bonus earning incentives for veteran teachers.

Professional Learning Communities (PLCs) are part of the teachers' work schedule.

PLCs allow teachers to plan and build capacity.

Two Instructional Coaches have been hired to provide teachers with instructional support.

The transition to a single gender campus has identified a unique need to address the learning needs of students to support a rigorous and unbiased academic learning environment.

AISD has incorporated staff development days into the structure of the school calendar. Other PD is available during PLC, afterschool, weekends, online and during the school day. Follow-up support is provided through the Instructional Coaches during PLC time.

Staff Quality, Recruitment, and Retention Strengths

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learning environment.

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Staff Quality, Recruitment, and Retention Needs

Provide Instructional support to the 2 Instructional Coaches who will support teachers.

Identify sufficient funding to support PD that addresses the learning needs of students to support a rigorous and unbiased academic learning environment.

Find a balance for PD that is available during PLC, afterschool, weekends, online and during the school day to prevent teacher burn out.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sadler Means YWLA implements the Curriculum Road Maps (CRMs) campus-wide. This curriculum is aligned to the TEKS. AISD supports the campus with a Solutions Team as well as representatives from other departments such as RtI. The Campus Instructional Coaches support teachers during PLC.

Campus Initiatives:

INITIATIVES:

PEDAGOGY

1. Art & Science of Teaching

- Every student will meet minimum proficiency standards as defined by the state on STAAR.
- Strong emphasis on design question 6- procedures, rules and protocols

2. Professional Learning Communities

- Through PLC, progress monitoring is ongoing but more formally occurs every 3 weeks. Formative and Summative assessments are developed through PLC.

3. Quality implementation of curriculum (Schoolnet)

- Every student will meet minimum proficiency standards as defined by the state on STAAR.

ANCHORS

4. Literacy

- Strong emphasis on literacy strategies across the contents

5. Single gender strategies

- Emphasis on best learning practices

6. AVID

- College mindset development along with college skills in time management, organization, and critical thinking

7. Technology

- One on one technology
- Technology integrated in the curriculum

COMMUNITY

8. Social Emotional Learning

- Lessons in emotional development and focused on positive behaviors

9. Student leadership & STEM

- Strong emphasis on student leadership and opportunities in STEM

10. House system

- Collaborative and competitive system to develop sisterhood and positive behaviors

Curriculum, Instruction, and Assessment Strengths

PEDAGOGY

Professional Development has been provided over the Art & Science of Teaching.

1. Art & Science of Teaching

- Every student will meet minimum proficiency standards as defined by the state on STAAR.
- Strong emphasis on design question 6- procedures, rules and protocols

Professional Deveopment has been provided over PLCs.

2. Professional Learning Communities

- Through PLC, progress monitoring is ongoing but more formally occurs every 3 weeks. Formative and Summative assessments are developed through PLC.

Professional Development has been provided over Schoolnet.

Teachers who previously used Schoolnet provide support to new teachers.

The Instructional Coaches both are experienced Schoolnet users.

3. Quality implementation of curriculum (Schoolnet)

- Every student will meet minimum proficiency standards as defined by the state on STAAR.

ANCHORS

Professional Development has been provided through a partnership with the Texas Literacy Initiative.

4. Literacy

- Strong emphasis on literacy strategies across the contents

Professional Development has been provided by David Chadwell.

5. Single gender strategies

- Emphasis on best learning practices

Professional Development has been provided over AVID.

YWLA practices AVID strategies schoolwide.

6. AVID

- College mindset development along with college skills in time management, organization, and critical thinking

Every student will received a laptop computer.

7. Technology

- One on one technology
- Technology integrated in the curriculum

COMMUNITY

Professional Development has been provided over SEL.

An SEL team has been convened to discuss and develop the SEL curriculum.

SEL is being delivered through Mentoring Minds (advisory program).

8. Social Emotional Learning

- Lessons in emotional development and focused on positive behaviors

Girls Club is providing and coordinating student leadership opportunities including in STEM.

9. Student leadership & STEM

- Strong emphasis on student leadership and opportunities in STEM

The House System has been defined and is being utilized schoolwide.

10. House system

- Collaborative and competitive system to develop sisterhood and positive behaviors

Curriculum, Instruction, and Assessment Needs

Young initiatives need time to develop and to become routine within the classroom

Complex initiatives such as the Art and Science of Teaching will require time for full understanding

Teacher led systems will require organization and support

Need to develop a comprehensive parental engagement program that is meaningful to parents

Utilize House System schoolwide and with an emphasis on collaboration and competition.

Family and Community Involvement

Family and Community Involvement Summary

A full-time Parent Support Specialist has been hired to support family and community.

The AISD Parental Engagement program offers training to the campus PSS to roll-out relevant trainings for parents.

A new PTSA Board has been installed to support family and community.

The PTSA in conjunction with the PSS and campus administration will collaborate to determine opportunities for parental participation.

A welcome center has been created to greet parents at the campus entrance.

Uniforms help support parental expectations and help maintain clothing costs low.

A wellness program for family and community is being developed to support parents.

Girls Club, Communities In Schools and Harvest Foundation each have a family component to include parents in programming

Maintain effective communication through school website, newsletter, school messenger, fliers, etc.

Translate communication into language other than English.

Parents participate in the site-based planning committee.

Family and Community Involvement Strengths

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Family and Community Involvement Needs

Define parental expectations of how teachers expect parents to support their children at home.

The PTSA in conjunction with the PSS and campus administration will collaborate to determine opportunities for meaningful parental participation.

A wellness program for family and community is being developed to support parents.

School Context and Organization

School Context and Organization Summary

Sadler Means YWLA will prepare students to be academically prepared and demonstrate proficiency in all state exams. Academics, Leadership, Sisterhood and STEM are the overarching pillars of the campus.

There are 10 campus initiatives that define the context of the campus:

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7. Technology

- One on one technology
- Technology integrated in the curriculum

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10. House system

- Collaborative and competitive system to develop sisterhood and positive behaviors

There are 9 campus needs that define the campus:

1. Improve academic achievement for all students and all student groups (STAAR)
2. Improve identification of struggling students and provide adequate interventions for struggling students
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School Context and Organization Strengths

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Every student will receive a laptop computer.

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- Technology integrated in the curriculum

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School Context and Organization Needs

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Complex initiatives such as the Art and Science of Teaching will require time for full understanding

Teacher led systems will require organization and support

Need to develop a comprehensive parental engagement program that is meaningful to parents

Utilize House System schoolwide and with an emphasis on collaboration and competition.

Technology

Technology Summary

Sadler Means YWLA is a one-to-one campus. Every student has been issued a laptop computer.

Every student has also been issued a graphing calculator.

Various technology tools are available for teachers in the classrooms. The expectation for teachers is that they incorporate the technology to maximize learning opportunities for students.

Every teacher has been issued a laptop computer by AISD.

Several textbooks have online resources that teachers recommend to students.

Programs such as Read 180, iexcel, IStation, Edenuity are available on campus.

A part-time tech has been hired to support the one-to-one laptop initiative.

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Technology Needs

Identify method, resources and personnel to support instructional technology for teachers

Provide needed PD to teachers to strengthen technology proficiency

Provide quality PD to teachers to build capacity in embedding technology in the curriculum

Reduce types of technology on campus to maximize capacity

Provide instruction in relevant technology education to parents

Develop a 3 year plan that addresses instructional technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback






Support Systems and Other Data






- Capacity and resources data
- Study of best practices

Goals

Goal 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful and engaging. (SP Strategy 1)









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

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Implement a CATCH program to address wellness for students and staff. | 3, 4 | Campus administration, Physical Education teachers, AISD Physical Education Director | List of CATCH program participants List of CATCH activities |  | | | |
| 2) Implement a fitness program to address the physical fitness of girls. | 4, 8 | Campus administration, Physical Education teachers, AISD Physical Education Director | List of programs |  | | | |
| 3) Implement a process to measure baseline results of Fitnessgram for all students and increase by 5% in all areas of the assessment by June 2015. | 4, 8 | Campus administration, Physical Education teachers, AISD Physical Education Director | Process Date of Fitnessgrams List of students Results of students |  | | | |
| 4) Develop a robust athletics and intramural program to provide students access to rigorous physical activity throughout the school year. | 4 | Campus administration, Physical Education teachers, AISD Physical Education Director | Calendar of athletics and intramural programs List of participants |  | | | |
| 5) Develop a yoga program for students and parents to promote wellness and family bonding. | 8 | Campus administration, Communities In Schools | Calendar of yoga events List of participants |  | | | |

| | | | | | | | |
|---|---|---|----------------------|--|--|--|--|
| 6) Offer at least 3 staff wellness opportunities per year. | 8 | Campus administration; Campus Wellness Coordinator | List of 3 activities | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |








Goal 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful and engaging. (SP Strategy 1)

Performance Objective 2: Effective violence prevention and intervention measures will be in place.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Incorporate Social Emotional Learning curriculum to address anti-violence and anti-bullying measures through Mentoring Minds (advisory) program. | 4, 5, 8 | Campus Administration, Counselors, Teachers | List of lessons Mentoring Minds student rosters Student products |  | | | |
| 2) Develop No Place for Hate Activities to discourage bullying behaviors. | 8 | Campus Administration, Counselors, Teachers | List of No Place for Hate activities List of participants |  | | | |
| 3) Implement a Campus Safety Plan, Emergency Response Plan and Crisis Response Plan. | | Campus administration, Safety Resource Officer, Safety Monitor, Counselors | Campus Safety Plan, Emergency Response Plan and Crisis Response Plan |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |







Goal 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful and engaging. (SP Strategy 1)







Performance Objective 3: Identify and monitor progress for at-risk, migrant, Limited English Proficient, section 504 and special education students in the 2014-2015 school year.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------|---|---|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Maintain an individual record for every at-risk, migrant, LEP, section 504 and special education student to monitor academic progress, progress on state assessments and provide interventions as needed. | 1, 3, 4, 8 | Campus administration, Counselors, Teachers | Individual record, eCST progress monitoring, eCST interventions |  | | | |
| 2) Provide tutoring to implement on-time interventions, acceleration strategies or enrichment strategies to at-risk, migrant, LEP, section 504 and special education students. | 3, 4 | Campus administration, Counselors, Teachers | Meeting standard on STAAR |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 1: Provide a high-quality, well-rounded educational experience to all students that is rigorous, culturally relevant, healthful and engaging. (SP Strategy 1)










Performance Objective 4: Identify and monitor progress for all students.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|---------|---|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Monitor failure rate and implement interventions every 3 and 6 weeks marking period. | 3, 4, 8 | Campus administration, Counselors, Teachers | List of students, List of interventions on eCST |  | | | |
| 2) Monitor student attendance and contact parents via phone, mail or email to relay information. | 1, 4, 8 | Campus administration, Counselors, Teachers, Graduation Specialist, Parent Support Specialist, Attendance Clerk | List of students, List of intervention on eCST |  | | | |
| 3) Monitor excessive and chronic absences and address issues with students and/or parents. | 1, 4, 8 | Campus administration, Counselors, Teachers, Graduation Specialist, Parent Support Specialist, Attendance Clerk, Social Services Team | List of students, List of intervention on eCST |  | | | |
| 4) Incorporate Communities In Schools (CIS) as part of the delivery of services for students in need of social services. | 1, 4, 8 | Campus administration, Communities In Schools Coordinator, Counselors | Communities In Schools MOU, List of student participants |  | | | |
| 5) Schedule incentives & activities to recognize students for academic achievement and positive attendance. | 1, 4, 8 | Campus administration, Counselors, Parent Support Specialist | Schedule of incentives and activities, List of students |  | | | |
| 6) Develop the CTE program to offer a more robust course curriculum with an emphasis on STEM courses through PLTW. | 4, 8 | Campus administration, AISD CTE department, CTE teachers | List of CTE courses, List of student participants |  | | | |

| | | | | | | | |
|---|------|---|--|--|--|--|--|
| 7) Develop the Visual & Performing Arts program to offer a more robust course curriculum. | 4, 8 | Campus administration, AISD Fine Arts Department, Visual & Performing Arts teachers | List of Visual & Performing Arts courses, List of student participants |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |








**Goal 2: Build strong relationships with students, families, and the community to increase trust and shared responsibility.
(SP Strategy 2)**

Performance Objective 1: Parental involvement will be encouraged.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|---|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Invite parents to attend Back-to-School Night to meet faculty and staff and to learn about campus expectations. | 7, 8 | Administrators Parent Support Specialist | Attendance sheet from Open House |  | | | |
| 2) Hire a full-time Parent Support Specialist to support the needs of family and community. | 7 | Campus administration | Parent Support Specialist |  | | | |
| 3) Provide timely communication to parents in English and languages other than English via School Messenger, Progress Reports, Report Cards, & newsletters. | 7 | Campus administration, Parent Support Specialist, Social Services Team, Counselors, Teachers | List of communication |  | | | |
| 4) Provide at least 3 opportunities each semester for parents to participate in campus activities and provide refreshments. | 7 | Campus administration, Parent Support Specialist | List of training programs List of participants |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |







Goal 3: Ensure that every classroom has a high-quality, effective educator supported by high-quality, effective administrators and support staff. (SP Strategy 3)

Performance Objective 1: Adequate and appropriate campus-level professional development will be provided.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Provide on-going Professional Development to implement: (1) The Art & Science of Teaching, (2) best practices that address student needs (3) literacy strategies (4) AVID strategies and (5) Sheltered Instruction strategies. | 1, 3, 5 | Campus administration, Instructional Coaches | Professional Portfolio, Lesson plans, Walk-through forms, Sign in sheets |  | | | |
| 2) Support professional development aligned to campus needs and initiatives for faculty and staff provided through AISD, Region 13, and recognized out-of-state organizations. | 6, 8 | Campus administration | List of professional development sessions |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |







Goal 4: Align resources to accomplish priorities within a balanced budget. (SP Strategy 4)

Performance Objective 1: Adequate and appropriate management of school funds.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Implement a plan to expend campus funds to support instructional and operational campus activities. | 4, 8 | Campus principal, Accounting Tech | Budget, Purchase Order Requisitions, Reconciliation Statements |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |







Goal 5: Address district-wide areas of concern identified under PBMAS

Performance Objective 1: Reduce special education identification rate. (DR-5, SP Strategy 1)

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Implement the Child Study Team initiative to document, monitor, and support students through campus-wide use of eCST. | 3, 4, 5, 8 | Campus administration, Teachers, Counselors, Social Services Team, CST District Lead | Reduced number of referrals to Special Education |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |







Goal 5: Address district-wide areas of concern identified under PBMAS

Performance Objective 2: Reduce the rate of African American students identified for special education. (DR-6, SP Strategy 1)

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Implement the Child Study Team initiative to document, monitor, & support students through campus-wide use of eCST. | 3, 4, 5, 8 | Campus administration, Teachers, Counselors, Social Services Team, CST District Lead | Reduced number of referrals of African American students to SPED |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 5: Address district-wide areas of concern identified under PBMAS

Performance Objective 3: Reduce the rate of special education students in discretionary OSS settings. (DR-9, SP Strategy 2)

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------|--|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Implement the Child Study Team initiative to document, monitor, & support students through campus-wide use of eCST. | 3, 4, 5, 8 | Campus administration, Teachers, Counselors, Social Services Team, CST District Lead | Reduced number of referrals in OSS settings. |  | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

State Compensatory

Budget for Young Women's Leadership Academy :

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-----------------------------|--|---------------|
| 6100 Payroll Costs | | |
| 199.11.6118.00.048.Y.24.000 | 6118 Extra Duty Stipend - Locally Defined | \$1,385.00 |
| 199.11.6118.80.048.Y.24.000 | 6118 Extra Duty Stipend - Locally Defined | \$7,099.00 |
| 199.11.6118.B1.048.Y.30.000 | 6118 Extra Duty Stipend - Locally Defined | \$10,033.00 |
| 199.11.6118.B3.048.Y.24.000 | 6118 Extra Duty Stipend - Locally Defined | \$8,000.00 |
| 199.23.6118.DE.048.Y.24.000 | 6118 Extra Duty Stipend - Locally Defined | \$1,161.00 |
| 199.11.6119.B3.048.Y.24.000 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$14,284.00 |
| 199.32.6129.D3.048.Y.24.000 | 6129 Salaries or Wages for Support Personnel | \$33,789.00 |
| 199.61.6129.B1.048.Y.30.000 | 6129 Salaries or Wages for Support Personnel | \$16,000.00 |
| 199.61.6139.B1.048.Y.30.000 | 6139 Employee Allowances | \$732.00 |
| 199.32.6139.D3.048.Y.24.000 | 6139 Employee Allowances | \$2,628.00 |
| 199.32.6139.MB.048.Y.24.000 | 6139 Employee Allowances | \$360.00 |
| 199.23.6141.DE.048.Y.24.000 | 6141 Social Security/Medicare | \$89.00 |
| 199.32.6141.D3.048.Y.24.000 | 6141 Social Security/Medicare | \$2,687.00 |
| 199.32.6141.MB.048.Y.24.000 | 6141 Social Security/Medicare | \$27.00 |
| 199.61.6141.B1.048.Y.30.000 | 6141 Social Security/Medicare | \$1,224.00 |
| 199.11.6141.80.048.Y.24.000 | 6141 Social Security/Medicare | \$543.00 |
| 199.11.6141.B1.048.Y.30.000 | 6141 Social Security/Medicare | \$768.00 |
| 199.11.6141.B3.048.Y.24.000 | 6141 Social Security/Medicare | \$990.00 |
| 199.11.6142.B3.048.Y.24.000 | 6142 Group Health and Life Insurance | \$4,766.00 |
| 199.32.6142.D3.048.Y.24.000 | 6142 Group Health and Life Insurance | \$5,355.00 |
| 199.61.6142.B1.048.Y.30.000 | 6142 Group Health and Life Insurance | \$2,734.00 |

| | | |
|-----------------------------|----------------------------------|---------------------|
| 199.11.6143.80.048.Y.24.000 | 6143 Workers' Compensation | \$14.00 |
| 199.11.6146.80.048.Y.24.000 | 6146 Teacher Retirement/TRS Care | \$39.00 |
| 199.11.6146.B1.048.Y.30.000 | 6146 Teacher Retirement/TRS Care | \$20.00 |
| 199.11.6146.B3.048.Y.24.000 | 6146 Teacher Retirement/TRS Care | \$719.00 |
| 199.23.6146.DE.048.Y.24.000 | 6146 Teacher Retirement/TRS Care | \$2.00 |
| 199.32.6146.D3.048.Y.24.000 | 6146 Teacher Retirement/TRS Care | \$186.00 |
| 199.61.6146.B1.048.Y.30.000 | 6146 Teacher Retirement/TRS Care | \$212.00 |
| 6100 Subtotal: | | \$115,846.00 |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------------------|---------------------|----------------|------------|
| Audrey Dyer | Teacher | Science | 1 |
| Dorothy Wiese | Teacher | Mathematics | .17 |
| Jordan Benson | Assistant Principal | | .5 |
| Monica de la Garza-Conness | Assistant Principal | | .5 |
| Robyn Wilkens | Teacher | Mathematics | 1 |

2014-2015 Campus Advisory Committee

| Committee Role | Name | Position |
|-----------------------------|----------------------------|----------------------------|
| Administrator | Ivette Savina | Principal |
| Administrator | Monica De la Garza-Conness | Member |
| Business Representative | Andrew Ramirez | Member |
| Business Representative | Doyle Valdez | Member |
| Classroom Teacher | Filemon Aldama | Member |
| Classroom Teacher | Lydia Ayala | Member |
| Classroom Teacher | Candace Hunter | Co-Chair |
| Classroom Teacher | Tamara Stone | Secretary |
| Classroom Teacher | Judy Williams | Member |
| Community Representative | Megan Dougherty | Member |
| Community Representative | Rashanne Lewis | Member |
| District-level Professional | Linda Medina | Member |
| Non-classroom Professional | Ashley Ayala | Member |
| Parent | Monica Holmes | Member (Danielle Truitt) |
| Parent | Odalys Marquez | Member (Jessica Troya) |
| Parent | Maria Ortega | Co-Chair (Yasmin Ortega) |
| Parent | Amin Simms | Member (Ymonni Simms) |
| Parent | Ximena Sino | Member (Emmi Takahashi) |
| Parent | Mozell Swist | Member (Shamyra Cleveland) |

Addendums

Campus Scorecard 2014-15

065 - Bertha Sadler Means Young Women's Leadership Academy

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 | n/a | n/a | n/a | 40% |
| Afr Amer | n/a | n/a | n/a | 40% |
| Hispanic | n/a | n/a | n/a | 40% |
| White | n/a | n/a | n/a | 40% |
| Asian | n/a | n/a | n/a | 40% |
| Two+ | n/a | n/a | n/a | 40% |
| SpEd | n/a | n/a | n/a | 40% |
| ECD | n/a | n/a | n/a | 40% |
| ELL | n/a | n/a | n/a | 40% |

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 | n/a | n/a | n/a | 40% |
| Afr Amer | n/a | n/a | n/a | 40% |
| Hispanic | n/a | n/a | n/a | 40% |
| White | n/a | n/a | n/a | 40% |
| Asian | n/a | n/a | n/a | 40% |
| Two+ | n/a | n/a | n/a | 40% |
| SpEd | n/a | n/a | n/a | 40% |
| ECD | n/a | n/a | n/a | 40% |
| ELL | n/a | n/a | n/a | 40% |

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

* 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 | n/a | n/a | n/a | 40% |
| Afr Amer | n/a | n/a | n/a | 40% |
| Hispanic | n/a | n/a | n/a | 40% |
| White | n/a | n/a | n/a | 40% |
| Asian | n/a | n/a | n/a | 40% |
| Two+ | n/a | n/a | n/a | 40% |
| SpEd | n/a | n/a | n/a | 40% |
| ECD | n/a | n/a | n/a | 40% |
| ELL | n/a | n/a | n/a | 40% |

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 | n/a | n/a | n/a | 40% |
| Afr Amer | n/a | n/a | n/a | 40% |
| Hispanic | n/a | n/a | n/a | 40% |
| White | n/a | n/a | n/a | 40% |
| Asian | n/a | n/a | n/a | 40% |
| Two+ | n/a | n/a | n/a | 40% |
| SpEd | n/a | n/a | n/a | 40% |
| ECD | n/a | n/a | n/a | 40% |
| ELL | n/a | n/a | n/a | 40% |

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 | n/a | n/a | n/a | 40% |
| Afr Amer | n/a | n/a | n/a | 40% |
| Hispanic | n/a | n/a | n/a | 40% |
| White | n/a | n/a | n/a | 40% |
| Asian | n/a | n/a | n/a | 40% |
| Two+ | n/a | n/a | n/a | 40% |
| SpEd | n/a | n/a | n/a | 40% |
| ECD | n/a | n/a | n/a | 40% |
| ELL | n/a | n/a | n/a | 40% |

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 | n/a | n/a | n/a | 15% |
| Afr Amer | n/a | n/a | n/a | 15% |
| Hispanic | n/a | n/a | n/a | 15% |
| White | n/a | n/a | n/a | 15% |
| Asian | n/a | n/a | n/a | 15% |
| Two+ | n/a | n/a | n/a | 15% |
| SpEd | n/a | n/a | n/a | 15% |
| ECD | n/a | n/a | n/a | 15% |
| ELL | n/a | n/a | n/a | 15% |

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 | n/a | n/a | n/a | 15% |
| Afr Amer | n/a | n/a | n/a | 15% |
| Hispanic | n/a | n/a | n/a | 15% |
| White | n/a | n/a | n/a | 15% |
| Asian | n/a | n/a | n/a | 15% |
| Two+ | n/a | n/a | n/a | 15% |
| SpEd | n/a | n/a | n/a | 15% |
| ECD | n/a | n/a | n/a | 15% |
| ELL | n/a | n/a | n/a | 15% |

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

* 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 | n/a | n/a | n/a | 15% |
| Afr Amer | n/a | n/a | n/a | 15% |
| Hispanic | n/a | n/a | n/a | 15% |
| White | n/a | n/a | n/a | 15% |
| Asian | n/a | n/a | n/a | 15% |
| Two+ | n/a | n/a | n/a | 15% |
| SpEd | n/a | n/a | n/a | 15% |
| ECD | n/a | n/a | n/a | 15% |
| ELL | n/a | n/a | n/a | 15% |

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 | n/a | n/a | n/a | 15% |
| Afr Amer | n/a | n/a | n/a | 15% |
| Hispanic | n/a | n/a | n/a | 15% |
| White | n/a | n/a | n/a | 15% |
| Asian | n/a | n/a | n/a | 15% |
| Two+ | n/a | n/a | n/a | 15% |
| SpEd | n/a | n/a | n/a | 15% |
| ECD | n/a | n/a | n/a | 15% |
| ELL | n/a | n/a | n/a | 15% |

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 | n/a | n/a | n/a | 15% |
| Afr Amer | n/a | n/a | n/a | 15% |
| Hispanic | n/a | n/a | n/a | 15% |
| White | n/a | n/a | n/a | 15% |
| Asian | n/a | n/a | n/a | 15% |
| Two+ | n/a | n/a | n/a | 15% |
| SpEd | n/a | n/a | n/a | 15% |
| ECD | n/a | n/a | n/a | 15% |
| ELL | n/a | n/a | n/a | 15% |

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 | n/a | n/a | 10% |
| Afr Amer | n/a | n/a | 10% |
| Hispanic | n/a | n/a | 10% |
| White | n/a | n/a | 10% |
| Amer Ind | n/a | n/a | 10% |
| Asian | n/a | n/a | 10% |
| Two+ | n/a | n/a | 10% |
| SpEd | n/a | n/a | 10% |
| ELL | n/a | n/a | 10% |

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 | n/a | n/a | 10% |
| Afr Amer | n/a | n/a | 10% |
| Hispanic | n/a | n/a | 10% |
| White | n/a | n/a | 10% |
| Amer Ind | n/a | n/a | 10% |
| Asian | n/a | n/a | 10% |
| Two+ | n/a | n/a | 10% |
| SpEd | n/a | n/a | 10% |
| ELL | n/a | n/a | 10% |

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

* 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 | n/a | n/a | 2% |
| Afr Amer | n/a | n/a | 2% |
| Hispanic | n/a | n/a | 2% |
| White | n/a | n/a | 2% |
| Amer Ind | n/a | n/a | 2% |
| Asian | n/a | n/a | 2% |
| Two+ | n/a | n/a | 2% |
| SpEd | n/a | n/a | 2% |
| ELL | n/a | n/a | 2% |

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 | n/a | n/a | 2% |
| Afr Amer | n/a | n/a | 2% |
| Hispanic | n/a | n/a | 2% |
| White | n/a | n/a | 2% |
| Amer Ind | n/a | n/a | 2% |
| Asian | n/a | n/a | 2% |
| Two+ | n/a | n/a | 2% |
| SpEd | n/a | n/a | 2% |
| ELL | n/a | n/a | 2% |

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

* 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 | n/a | n/a | n/a | n/a | 94.9% |
| Afr Amer | n/a | n/a | n/a | n/a | 94.9% |
| Hispanic | n/a | n/a | n/a | n/a | 94.9% |
| White | n/a | n/a | n/a | n/a | 94.9% |
| Amer Ind | n/a | n/a | n/a | n/a | 94.9% |
| Asian | n/a | n/a | n/a | n/a | 94.9% |
| Two+ | n/a | n/a | n/a | n/a | 94.9% |
| ECD | n/a | n/a | n/a | n/a | 94.9% |

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 | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| Afr Amer | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| White | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| Amer Ind | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| Asian | n/a | n/a | n/a | n/a | n/a | n/a | 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 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 | n/a | n/a | n/a | n/a | n/a | n/a | 1.00% |
| Afr Amer | n/a | n/a | n/a | n/a | n/a | n/a | 1.00% |
| Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | 1.00% |
| White | n/a | n/a | n/a | n/a | n/a | n/a | 1.00% |
| Amer Ind | n/a | n/a | n/a | n/a | n/a | n/a | 1.00% |
| Asian | n/a | n/a | n/a | n/a | n/a | n/a | 1.00% |

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 | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| Afr Amer | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| White | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| Amer Ind | n/a | n/a | n/a | n/a | n/a | n/a | 2.00% |
| Asian | n/a | n/a | n/a | n/a | n/a | n/a | 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

Fall Enrollment (PEIMS Snapshot Date)

| | 2012-13 Actual | 2013-14 Estimated |
|--------------|-------------------|----------------------|
| All Students | n/a | n/a |
| Afr Amer | n/a | n/a |
| Hispanic | n/a | n/a |
| White | n/a | n/a |
| Amer Ind | n/a | n/a |
| Asian | n/a | n/a |
| Two+ | n/a | n/a |

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 | n/a | n/a | n/a | n/a | n/a | n/a | 5% |
| Afr Amer | n/a | n/a | n/a | n/a | n/a | n/a | 5% |
| Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | 5% |
| White | n/a | n/a | n/a | n/a | n/a | n/a | 5% |
| SpEd | n/a | n/a | n/a | n/a | n/a | n/a | 5% |
| ECD | n/a | n/a | n/a | n/a | n/a | n/a | 5% |

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 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| F | Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| F | White | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| F | Asian | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| F | | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| M | Afr Amer | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| M | Hispanic | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| M | White | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| M | Asian | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| M | | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Total | | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

| Fnd-Fnc-Obj-Sub-Org-Yr-Prog | Description | Appropriation | Encumbrance | Expenditure | Balance | Pct. Rem. |
|---------------------------------|---|------------------|-------------|------------------|------------------|-----------|
| 199-11-6118-00-065-5-24-0-00 | Extra Duty - CP-School for Young Women | 1,385.00 | 0.00 | 0.00 | 1,385.00 | 100.00 % |
| 199-11-6118-80-065-5-24-0-00 | Extra Duty - CP-Tutor-Sch for Young Women | 7,099.00 | 0.00 | 0.00 | 7,099.00 | 100.00 % |
| 199-11-6118-B3-065-5-24-0-00 | Extra Duty - CP-AVID-Sch for Young Women | 8,000.00 | 0.00 | 0.00 | 8,000.00 | 100.00 % |
| 199-11-6118-B1-065-5-30-0-00 | Extra Duty - CP-AFL-Sch for Young Women | 10,033.00 | 0.00 | 0.00 | 10,033.00 | 100.00 % |
| 199-11-6119-87-065-5-24-0-00 | Professional Salary - CP-Means YWLA | 0.00 | 0.00 | 2,477.91 | -2,477.91 | 0.00 % |
| 199-11-6119-B3-065-5-24-0-00 | Professional Salary - CP-AVID-Sch for Young Women | 14,284.00 | 0.00 | 2,477.91 | 11,806.09 | 82.65 % |
| 199-11-6119-LP-065-5-24-0-00 | Professional Salary - CP-LEP-Sch for Young Women | 0.00 | 0.00 | 4,999.74 | -4,999.74 | 0.00 % |
| 199-11-6125-R5-065-5-24-0-00 | Part-Time Hourly - CP-SSIG-Means YWLA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6125-B1-065-5-30-0-00 | Part-Time Hourly - CP-AFL-Sch for Young Women | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-80-065-5-24-0-00 | FICA - CP-Tutor-Sch for Young Women | 557.00 | 0.00 | 0.00 | 557.00 | 100.00 % |
| 199-11-6141-87-065-5-24-0-00 | FICA - CP-Means YWLA | 0.00 | 0.00 | 140.45 | -140.45 | 0.00 % |
| 199-11-6141-B3-065-5-24-0-00 | FICA - CP-AVID-Sch for Young Women | 990.00 | 0.00 | 140.45 | 849.55 | 85.81 % |
| 199-11-6141-LP-065-5-24-0-00 | FICA - CP-LEP-Sch for Young Women | 0.00 | 0.00 | 282.23 | -282.23 | 0.00 % |
| 199-11-6141-R5-065-5-24-0-00 | FICA - CP-SSIG-Means YWLA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6141-B1-065-5-30-0-00 | FICA - CP-AFL-Sch for Young Women | 768.00 | 0.00 | 0.00 | 768.00 | 100.00 % |
| 199-11-6142-87-065-5-24-0-00 | Health/Life Ins - CP-Means YWLA | 0.00 | 0.00 | 208.37 | -208.37 | 0.00 % |
| 199-11-6142-B3-065-5-24-0-00 | Health/Life Ins - CP-AVID-Sch for Young Women | 4,766.00 | 0.00 | 208.38 | 4,557.62 | 95.62 % |
| 199-11-6142-LP-065-5-24-0-00 | Health/Life Ins - CP-LEP-Sch for Young Women | 0.00 | 0.00 | 454.90 | -454.90 | 0.00 % |
| 199-11-6143-80-065-5-24-0-00 | Wk's Comp - CP-Tutor-Sch for Young Women | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-87-065-5-24-0-00 | Wk's Comp - CP-Means YWLA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6143-B1-065-5-30-0-00 | Wk's Comp - CP-AFL-Sch for Young Women | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-80-065-5-24-0-00 | Teacher Retirement - CP-Tutor-Sch for Young Women | 39.00 | 0.00 | 0.00 | 39.00 | 100.00 % |
| 199-11-6146-87-065-5-24-0-00 | Teacher Retirement - CP-Means YWLA | 0.00 | 0.00 | 12.39 | -12.39 | 0.00 % |
| 199-11-6146-B3-065-5-24-0-00 | Teacher Retirement - CP-AVID-Sch for Young Women | 719.00 | 0.00 | 12.39 | 706.61 | 98.27 % |
| 199-11-6146-LP-065-5-24-0-00 | Teacher Retirement - CP-LEP-Sch for Young Women | 0.00 | 0.00 | 20.41 | -20.41 | 0.00 % |
| 199-11-6146-R5-065-5-24-0-00 | Teacher Retirement - CP-SSIG-Means YWLA | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-11-6146-B1-065-5-30-0-00 | Teacher Retirement - CP-AFL-Sch for Young Women | 20.00 | 0.00 | 0.00 | 20.00 | 100.00 % |
| Total 6100 Payroll Costs | | <u>48,660.00</u> | <u>0.00</u> | <u>11,435.53</u> | <u>37,224.47</u> | |
| 11 Total | | <u>48,660.00</u> | <u>0.00</u> | <u>11,435.53</u> | <u>37,224.47</u> | |
| 199-23-6118-DE-065-5-24-0-00 | Extra Duty - CP-Aft Sch Det-SYW | 1,161.00 | 0.00 | 48.84 | 1,112.16 | 95.79 % |

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Report: CAMPUS_EXP
Instance: Austin ISD-Production

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Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

| Fnd-Fnc-Obj-Sub-Org-Yr-Prog | Description | Appropriation | Encumbrance | Expenditure | Balance | Pct. Rem. |
|---------------------------------|---|------------------|-------------|-----------------|------------------|-----------|
| 199-23-6121-DE-065-5-24-0-00 | Overtime - CP-Aft Sch Det-SYW | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-23-6141-DE-065-5-24-0-00 | FICA - CP-Aft Sch Det-SYW | 89.00 | 0.00 | 3.62 | 85.38 | 95.93 % |
| 199-23-6146-DE-065-5-24-0-00 | Teacher Retirement - CP-Aft Sch Det-SYW | 2.00 | 0.00 | 0.27 | 1.73 | 86.50 % |
| Total 6100 Payroll Costs | | <u>1,252.00</u> | <u>0.00</u> | <u>52.73</u> | <u>1,199.27</u> | |
| 23 Total | | <u>1,252.00</u> | <u>0.00</u> | <u>52.73</u> | <u>1,199.27</u> | |
| 199-32-6129-D3-065-5-24-0-00 | Support Personnel Salary - CP-Dropout Init-SYW | 33,789.00 | 0.00 | 0.00 | 33,789.00 | 100.00 % |
| 199-32-6139-D3-065-5-24-0-00 | Employee Allowance - CP-Dropout Init-SYW | 2,628.00 | 0.00 | 0.00 | 2,628.00 | 100.00 % |
| 199-32-6139-MB-065-5-24-0-00 | Employee Allowance - CP-Mobile Phone-SYW | 360.00 | 0.00 | 0.00 | 360.00 | 100.00 % |
| 199-32-6141-D3-065-5-24-0-00 | FICA - CP-Dropout Init-SYW | 2,687.00 | 0.00 | 0.00 | 2,687.00 | 100.00 % |
| 199-32-6141-MB-065-5-24-0-00 | FICA - CP-Mobile Phone-SYW | 27.00 | 0.00 | 0.00 | 27.00 | 100.00 % |
| 199-32-6142-D3-065-5-24-0-00 | Health/Life Ins - CP-Dropout Init-SYW | 5,355.00 | 0.00 | 0.00 | 5,355.00 | 100.00 % |
| 199-32-6146-D3-065-5-24-0-00 | Teacher Retirement - CP-Dropout Init-SYW | 186.00 | 0.00 | 0.00 | 186.00 | 100.00 % |
| Total 6100 Payroll Costs | | <u>45,032.00</u> | <u>0.00</u> | <u>0.00</u> | <u>45,032.00</u> | |
| 32 Total | | <u>45,032.00</u> | <u>0.00</u> | <u>0.00</u> | <u>45,032.00</u> | |
| 199-53-6121-SL-065-5-24-0-00 | Overtime - CP-Support MS Struggle-Means | 0.00 | 0.00 | 1.90 | -1.90 | 0.00 % |
| 199-53-6129-SL-065-5-24-0-00 | Support Personnel Salary - CP-Support MS | 0.00 | 0.00 | 1,518.60 | -1,518.60 | 0.00 % |
| 199-53-6141-SL-065-5-24-0-00 | FICA - CP-Support MS Struggle-Means | 0.00 | 0.00 | 85.34 | -85.34 | 0.00 % |
| 199-53-6142-SL-065-5-24-0-00 | Health/Life Ins - CP-Support MS Struggle-Means | 0.00 | 0.00 | 409.10 | -409.10 | 0.00 % |
| 199-53-6143-SL-065-5-24-0-00 | Wk's Comp - CP-Support MS Struggle-Means | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-53-6146-SL-065-5-24-0-00 | Teacher Retirement - CP-Support MS Struggle-Means | 0.00 | 0.00 | 6.18 | -6.18 | 0.00 % |
| Total 6100 Payroll Costs | | <u>0.00</u> | <u>0.00</u> | <u>2,021.12</u> | <u>-2,021.12</u> | |
| 53 Total | | <u>0.00</u> | <u>0.00</u> | <u>2,021.12</u> | <u>-2,021.12</u> | |
| 199-61-6121-B1-065-5-30-0-00 | Overtime - CP-AFL-Sch for Young Women | 0.00 | 0.00 | 119.59 | -119.59 | 0.00 % |
| 199-61-6129-B1-065-5-30-0-00 | Support Personnel Salary - CP-AFL-Sch for Young | 16,000.00 | 0.00 | 2,551.25 | 13,448.75 | 84.05 % |
| 199-61-6139-B1-065-5-30-0-00 | Employee Allowance - CP-AFL-Sch for Young Women | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-61-6141-B1-065-5-30-0-00 | FICA - CP-AFL-Sch for Young Women | 1,224.00 | 0.00 | 177.15 | 1,046.85 | 85.52 % |

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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. |
|------------------------------------|---|----------------------|--------------------|--------------------|------------------|------------------|
| 199-61-6142-B1-065-5-30-0-00 | Health/Life Ins - CP-AFL-Sch for Young Women | 2,734.00 | 0.00 | 416.75 | 2,317.25 | 84.75 % |
| 199-61-6143-B1-065-5-30-0-00 | Wk's Comp - CP-AFL-Sch for Young Women | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 % |
| 199-61-6146-B1-065-5-30-0-00 | Teacher Retirement - CP-AFL-Sch for Young Women | 212.00 | 0.00 | 12.83 | 199.17 | 93.94 % |
| Total 6100 Payroll Costs | | <u>20,170.00</u> | <u>0.00</u> | <u>3,277.57</u> | <u>16,892.43</u> | |
| 61 Total | | <u>20,170.00</u> | <u>0.00</u> | <u>3,277.57</u> | <u>16,892.43</u> | |
| Total Fund 199 General Fund | | <u>115,114.00</u> | <u>0.00</u> | <u>16,786.95</u> | <u>98,327.05</u> | |

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Instance: Austin ISD-Production

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Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

| Fnd-Fnc-Obj-Sub-Org-Yr-Prog | Description | <u>Appropriation</u> | Encumbrance | <u>Expenditure</u> | Balance | Pct. Rem. |
|---------------------------------|-------------|----------------------|-------------|--------------------|-----------|-----------|
| Grand Total of Selected Fund(s) | | 115,114.00 | 0.00 | 16,786.95 | 98,327.05 | |

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Report: CAMPUS_EXP
Instance: Austin ISD-Production

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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 type="checkbox"/> |

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

| Approximate hours spent on CIP development | |
|---|---|
| • By CAC and/or CAC subcommittees | 4 |
| • By campus administration and/or leadership team | 8 |

We confirm the above information as correct ...

| Position | Name | Date |
|-----------|----------------|------------|
| Principal | Ivette Savina | 10/31/2014 |
| Co-Chair | Candace Hunter | 10/31/2014 |
| Co-Chair | Marie Ortega | 10/31/2014 |