

# **Fanny M. Andrews Early College Prep Elementary School**

**2014-2016**

**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 type="checkbox"/>            |
| Types of orientation provided to new CAC members (check all that apply): |                                     |
| • self-orientation using materials on CAC website                        | <input checked="" type="checkbox"/> |
| • orientation at CAC meeting (provided by campus)                        | <input checked="" type="checkbox"/> |
| • orientation at CAC meeting (provided by central office)                | <input type="checkbox"/>            |
| • district-wide orientation session                                      | <input type="checkbox"/>            |

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

| Approximate hours spent on CIP development        | <b>Hours</b> |
|---|--------------|
| • By CAC and/or CAC subcommittees                 | 5            |
| • By campus administration and/or leadership team | 15           |

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

| Position  | Name            | Date      |
|-----------|-----------------|-----------|
| Principal | Saleem Blevins  | 9/30/2014 |
| Co-Chair  | Esly Avila      | 9/30/14   |
| Co-Chair  | Rafael Trujillo | 9/30/14   |



## **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           | <b>Saleem Blevins</b>     |
| Assistant Principal | <b>Annette Almendarez</b> |

| Regularly Scheduled CAC meetings:              |                          |
|--|--------------------------|
| Day of the Month (e.g., 2 <sup>nd</sup> Tues): | 1 <sup>st</sup> Thursday |
| Time:  | 4:15                     |

| Voting Members            | Name             | CAC<br>Co-Chair<br>(✓) | CAC<br>Sec.<br>(✓) | PTA<br>Pres.<br>(✓) | Classroom<br>Teacher<br>(✓) | SpEd<br>Expertise<br>(✓) | Other Prof.<br>Staff Member<br>(Give Title) |
|---------------------------|------------------|------------------------|--------------------|---------------------|-----------------------------|--------------------------|---|
| Parent                    | Pat Ward         |                        |                    | ✓                   |                             |                          |   |
| Parent                    | Maria Espinosa   |                        |                    |                     |                             |                          |   |
| Parent                    | Eldai Sanchez    |                        |                    |                     |                             |                          |   |
| Parent                    | Thelma James     |                        |                    |                     |                             |                          |   |
| Parent                    | Pending          |                        |                    |                     |                             |                          |   |
| Parent                    | Pending          |                        |                    |                     |                             |                          |   |
| Professional Staff Member | Elizabeth Miesch |                        |                    |                     | ✓                           |                          |   |
| Professional Staff Member | Layne Faulkner   |                        |                    |                     | ✓                           |                          |   |
| Professional Staff Member | Esly Avila       | ✓                      |                    |                     | ✓                           |                          |   |
| Professional Staff Member | Joseph Noell     |                        |                    |                     |                             | ✓                        |   |
| Professional Staff Member | Jessica Calles   |                        |                    |                     | ✓                           |                          |   |
| Professional Staff Member | Pending          |                        |                    |                     |                             |                          |   |
| Classified Staff Member   | Emilia Aldape    |                        |                    |                     |                             |                          |   |
| Student (If Applicable)   |                  |                        |                    |                     |                             |                          |   |
| Student (If Applicable)   |                  |                        |                    |                     |                             |                          |   |
| Business Representative   | Rafael Trujillo  | ✓                      |                    |                     |                             |                          |   |
| Community Representative  | Dana Newlove     |                        |                    |                     |                             |                          |   |

## CAMPUS NEEDS ASSESSMENT FOR 2014-2015

### CAMPUS NEEDS ASSESSMENT

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

#### Performance and Accountability

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

#### Demographic Data

- Attendance ☒
- Discipline ☒

#### Surveys

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

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

•

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

- Reading comprehension at all grade levels
- Math particularly numerical fluency
- Writing at the 3<sup>rd</sup> and 4<sup>th</sup> grade levels
- Attendance especially on Monday and Friday and at PK/ K
- Reduce the number of repeat discipline referrals
- Increase the amount of significant parent participation in their scholars learning

## TITLE 1 COMPONENTS

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

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

## CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-1 ☐ State: Below safeguard target

**Performance Objective: Increase percentage of students achieving STAAR Final Level II performance in reading or achieving the on or above level standard on Primary Reading Assessments in K-2<sup>nd</sup> grades.**

Applicable Strategic Plan Goal(s):

| Specific Improvement Strategy   | Title 1<br>(list all that apply) | Responsible Person(s)                                | Needed Resources<br>(Include PD Support)                                 | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion                                   | Status      |
|---|----------------------------------|--|--|--|--|-------------|
| <ul style="list-style-type: none"> <li>Implementing the use of Comprehension Purpose Questions (CPQ) in all grades.</li> </ul>  | 1,2,3,8                          | Reading Specialists, ESL teacher, Classroom teachers | PD   | Lesson plans, classroom observations   | September and ongoing                                      | Completed   |
| <ul style="list-style-type: none"> <li>Develop and implement a comprehensive plan to systematically teach Tier II vocabulary.</li> </ul>  | 1,2, 3,8                         | Reading Specialists, ESL teacher, Classroom teachers | PD, books on vocab instruction, Flocabulary subscription, vocab preteach | Lesson plans, classroom observations, vocab pre and post assessments   | August and ongoing   | In Progress |
| <ul style="list-style-type: none"> <li>Use Academic English/ Academic Spanish vocabulary consistently through planning, posting on board or journals, developing rigorous bilingual center activities for math, science, and social studies and holding students accountable for use</li> </ul> | 1,2,3,8                          | Reading Specialists, ESL teacher, Classroom teachers | PD, books on vocab instruction, Flocabulary subscription, vocab preteach | Lesson plans, classroom observations, sentence stems, turn and talk strategies   | August and ongoing   | In Progress |
| <ul style="list-style-type: none"> <li>TLI coach will work with English teachers on the implementation of the structured reading program, SIPPs</li> </ul>  | 1,2,3, 8                         | TLI Coach; English reading teachers; RTI Specialist  | SIPPs program, time for PD   | <ul style="list-style-type: none"> <li>Teacher schedules reflect adherence to the key components of reading.</li> <li>Classroom observations demonstrate that teachers are following schedules with fidelity.</li> </ul> | Initial training completed by end of first week of school. | Completed   |

## CAMPUS ACTION PLAN FOR 2014-15

### Title 1 Components

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

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

  

|   |              |   |  |  |  |             |
|---|--------------|---|--|--|--|-------------|
| <ul style="list-style-type: none"> <li>Teach students strategies to develop self-monitoring as they read including assessing their meta-cognitive strategies before and after teaching strategies.</li> </ul>   | 1,2,3,8      | Teachers, Coaches, Specialists                              | PD on what metacognitive strategies students should be using                 | <ul style="list-style-type: none"> <li>St. use of self-monitoring strategies is evident during classroom visits and listening in to students read.</li> </ul>  | Beginning after the close of the first assessment window | In Progress |
| <ul style="list-style-type: none"> <li>Use diagnostic and intervention materials from the Treasure and Tesoros materials to provide targeted intervention to those students who are not meeting their progress trajectories toward DRA mastery levels.</li> </ul> | 1,7,8        | Reading Teachers, Reading Specialists and Coaches           | Diagnostic and intervention materials from Treasures and Tesoros             | <ul style="list-style-type: none"> <li>Student progress tracker and CST intervention logs reflect diagnostic data and use and effectiveness of intervention materials monthly</li> </ul>                           | On-going beginning with close of first assessment window | In Progress |
| <ul style="list-style-type: none"> <li>Reading teachers, reading specialists, and reading tutors provide Tier II intervention during and after school day for struggling learners</li> </ul>  | 1, 2, 3, 8,9 | Reading Teachers, Reading Specialists and Coaches           | (BTO and Title I funds for intervention materials, extra duty pay and FTE's) | <ul style="list-style-type: none"> <li>Lesson plans and observation and feedback data shows use of effective Tier II interventions for identified struggling learners in 100% of intervention settings.</li> </ul> | Begin at close of first assessment window                | In Progress |
| <ul style="list-style-type: none"> <li>Implement PLCs to reflect collaborative planning, data-driven decision making, consistency across classrooms, and grade levels, and professional learning for teachers</li> </ul>  | 1,4,7,8      | Classroom teachers, specialists, special education teachers | Time to pla  | <ul style="list-style-type: none"> <li>PLC minutes, common instructional techniques being used across grade levels and vertical teams</li> </ul>   | Weekly during first semester                             | In Progress |
| <ul style="list-style-type: none"> <li>Provide professional learning for teachers on how to integrate</li> </ul>  | 1,4,7,8      | Special education teachers, district                        | PD resources for differentiation, PD   | <ul style="list-style-type: none"> <li>PD agendas, use of differentiation in</li> </ul>  | Ongoing  | In Progress |



## CAMPUS ACTION PLAN FOR 2014-15

### Title 1 Components

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

|                                     |   |  |
|-------------------------------------|---|--|
| <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       |

|   |  |                 |      |            |  |  |
|---|--|-----------------|------|------------|--|--|
| general and content specific accommodations for students with disabilities. |  | representatives | time | classrooms |  |  |
|---|--|-----------------|------|------------|--|--|

Table #CI-2

☐ State: Below safeguard target

**Performance Objective: Increase the percentage of students scoring at or above the final Level II performance on STAAR Math.**

Applicable Strategic Plan Goal(s):

| Specific Improvement Strategy   | Title 1<br>(list all that apply) | Responsible Person(s)               | Needed Resources<br>(Include PD Support)  | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion          | Status    |
|---|----------------------------------|-------------------------------------|---|--|-----------------------------------|-----------|
| <ul style="list-style-type: none"> <li>Implement automaticity program in grades 2-5.</li> <li>Use Number Talks, facts checks, and composing and decomposing number to 10 in K and 1; to 100 in 2<sup>nd</sup>.</li> <li>Use Number Talks 2-3 times a week in 3<sup>rd</sup>-5<sup>th</sup> grade classes and at least weekly in K-2 classes.</li> </ul> | 1,2,3,8                          | Teachers, Math Coach, Principal, AP | Area 3 Fluency Plan, Number Talks including PD for new staff, Big Brainz software, Thinking Through Math Software | <ul style="list-style-type: none"> <li>Written plan in place and automaticity of number facts and relationships activities used daily and assessed weekly as part of weekly assessment data resulting in greater than 80% of students showing proficiency in facts recall</li> <li>Observation and feedback data and Lesson plans reflect 100% implementation of Number Talks; Student discussion of composing and decomposing number shows increased efficiency in observation and feedback sessions</li> </ul> | By the end of the first semester. | Completed |

## CAMPUS ACTION PLAN FOR 2014-15

### Title 1 Components

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

|                                     |   |  |
|-------------------------------------|---|--|
| <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       |

|   |            |   |   |   |   |             |
|---|------------|---|---|---|---|-------------|
| <ul style="list-style-type: none"> <li>Provide quality Tier I intervention in guided math in the classroom each day and use Pre-teach lessons for students exhibiting deficits each week.</li> </ul>                        | 1,2,3,8,9  | Math teachers, Coaches, Principal, AP   | (Title I for materials), Area 3 and district pre-teach lessons and intervention lessons, Motivation Math, Kamico Math, other math intervention materials such as America Math, and Countdown to STAAR | <ul style="list-style-type: none"> <li>Lesson plans indicate plans for guided math to address immediate needs, future assessment indicates improved performance on areas receiving additional instruction; Observation and feedback data show use of pre-teach groups in every STAAR grade level</li> </ul> | Begin in 5 <sup>th</sup> Week of school | In Progress |
| <ul style="list-style-type: none"> <li>Provide quality Tier II/ III intervention both during and after school in small group instruction including training and using Americorps tutors for after school tutors.</li> </ul> | 1,2,3, 8,9 | Afterschool teachers, Instructional Coach as facilitator of program, Principal, AP, Specialists and Coaches | (BTO and Title I for materials and extra duty pay, FTE for instructional coach)   | <ul style="list-style-type: none"> <li>Tier II/ III intervention attendance and lesson plans show students who are in need of assistance are enrolled and attending class; weekly progress monitoring shows improvement in knowledge and skills</li> </ul>  | Begin in November                       | Not Started |

## CAMPUS ACTION PLAN FOR 2014-15

### Title 1 Components

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

|                                     |   |  |
|-------------------------------------|---|--|
| <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 #CI-3 ☐ State: Below safeguard target

**Performance Objective: Increase the percentage of student performing at the Final Level II performance in writing.**

Applicable Strategic Plan Goal(s):

| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s)                        | Needed Resources<br>(Include PD Support)   | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion   | Status      |
|--|----------------------------------|--|--|--|--|-------------|
| Share successful strategies from first and second grade REACH Team SLO implementation with 3 <sup>rd</sup> and 4 <sup>th</sup> Grade teachers.   | 1,2,8,9,                         | 1 <sup>st</sup> -4 <sup>th</sup> grade teams | Time at team meetings, staff meeting presentations   | Meeting agendas  | Fall 2014  | In Progress |
| Consistently teach grammar and mechanics of writing in every grade level using district and state resources.   | 1,2, 8                           | Classroom teachers, specialists              | Writes source, 5 minute TEKS, district developed materials                                 | Lesson plans, student work   | Ongoing  | In Progress |
| <ul style="list-style-type: none"> <li>Implement list of non-negotiables consistently across grade levels (ex: <i>punctuation, capitalization</i>); use LA Matrix to establish non-negotiable list</li> </ul>            | 1,2,8                            | Teachers, Principal, AP, Specialists         | Non-negotiable lists per grade level   | <ul style="list-style-type: none"> <li>Non-negotiable conventions of writing are used in every grade level with writing samples reflecting greater student use of conventions consistently across all writing opportunities</li> </ul> | By end of 1 <sup>st</sup> nine weeks   | Completed   |
| <ul style="list-style-type: none"> <li>Implement writing during all core areas of at least one paragraph to explain thinking or a process or a reflection on what has been learned a minimum of twice a week.</li> </ul> | 1,2,8                            | Teachers                                     | DL ideas for use of reflective journals and rubrics/ standards for the student reflections | <ul style="list-style-type: none"> <li>100% of classrooms include at least one assignment that requires at least 3 sentences of writing on the same topic weekly –evidence of completion: student</li> </ul>                           | On-going throughout the year with evidence of improvement in quality of entries measured at the end of each nine | In Progress |

## CAMPUS ACTION PLAN FOR 2014-15

### Title 1 Components

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

|                                     |   |  |
|-------------------------------------|---|--|
| <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       |

|  |         |                               |   |   |  |             |
|--|---------|-------------------------------|---|---|--|-------------|
|  |         |                               |   | work samples, lesson plans, observation and feedback data   | weeks  |             |
| <ul style="list-style-type: none"> <li>Provide 4<sup>th</sup> grade writing camp in January and February</li> </ul>  | 1,2,8,9 | Writing Teachers, Writing PLC | (BTO and Title I funds for supplies and extra duty pay), Motivation Writing, Writing units, other writing STAAR practice materials in English and Spanish | <ul style="list-style-type: none"> <li>Lesson plans, attendance sheets and increased performance in writing on practice STAAR writing activities</li> </ul>                               | Completed by Spring Break                                    | Not Started |
| <ul style="list-style-type: none"> <li>Use weekly assessment data, Benchmark data, and prior year's writing rubric data to identify students needing intervention</li> </ul> | 2, 7, 8 |                               | Substitutes for Data Day planning   | <ul style="list-style-type: none"> <li>Complete data analysis following each assessment as evidenced by data analysis forms and notes in weekly face to face feedback sessions</li> </ul> | Data Days occur within 2 weeks of close of assessment window | 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><br><b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b><br><b>2. Student participation in physical activities</b><br><b>3. Improvement of Fitnessgram results for all students</b><br><b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b> |                                  |  |  |  |   |             |
|---|----------------------------------|--|--|--|---|-------------|
| Applicable Strategic Plan Goal(s): 1,2, 3, 4  |                                  |  |  |  |   |             |
| Specific Improvement Strategy   | Title 1<br>(list all that apply) | Responsible Person(s)                          | Needed Resources<br>(Include PD Support)   | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion  | Status      |
| All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks  |                                  | Teachers                                       | Health/CATCH curriculum per grade level, K-5.  | Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.                                 | Check for compliance in lesson plans each nine weeks                  | In Progress |
| Elementary campuses will have two family fitness fun nights annually.   | 6                                | Principal, Wellness Committee, Asst. Principal | Utilize existing events to integrate a health message through a coordinated school wide event. | Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement. | Completed by May 2014   | Not started |
| 85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.   | 2                                | PE Teachers                                    | PE lesson plans, health resources, SEL resources   | Students' data will be entered in Grade Speed according to grade level and teacher.  | Completed each nine weeks according to grading and reporting calendar | In progress |
| 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.  | 2                                | PE Teachers                                    | PE lessons, Fitnessgram  | All students' data will be entered in Fitnessgram according to teacher and campus.   | Completed within the timeframe of assessment for the district         | In Progress |
| Identify students in the 85 <sup>th</sup> to 99 <sup>th</sup>   | 9                                | PE Teachers, Nurse                             | Nurse information,   | Using Fitnessgram, the   | By two weeks  | Not Started |

## 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    |
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Table #DR-1

| <b>Performance Objective: Students and staff will achieve health and fitness through:</b><br><b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b><br><b>2. Student participation in physical activities</b><br><b>3. Improvement of Fitnessgram results for all students</b><br><b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b> |                                  |                         |   |   |  |             |
|---|----------------------------------|-------------------------|---|---|--|-------------|
| Applicable Strategic Plan Goal(s): 1,2, 3, 4  |                                  |                         |   |   |  |             |
| Specific Improvement Strategy   | Title 1<br>(list all that apply) | Responsible Person(s)   | Needed Resources<br>(Include PD Support)  | Evidence of Implementation/<br>Effectiveness  | Timeframe for Completion   | Status      |
| plus percentile to receive health and wellness information and case management for obesity.   |                                  |                         | information to share with parents and students  | campus will be able to identify the groups of students that fall within identified categories. The students in the 99 <sup>th</sup> plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity. | after the Fitnessgram data is collected                                      |             |
| Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.   | 7                                | Principal               | Time on Faculty Meeting agenda to share information. Email of data.   | Spot checks to see if data were received.   | By the first faculty meeting scheduled after the close of assessment window. | Not Started |
| All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.  | 2                                | Teachers, Principal, AP | master schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks. | Teachers and students being physically active during the school day.<br><br>Identification of WOW lessons used written into teachers' daily lesson  | Beginning the first week of school.  | 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>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b></li> <li><b>2. Student participation in physical activities</b></li> <li><b>3. Improvement of Fitnessgram results for all students</b></li> <li><b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b></li> </ol> |                                  |                       |   |   |  |             |
|--|----------------------------------|-----------------------|---|---|--|-------------|
| Applicable Strategic Plan Goal(s): 1,2, 3, 4   |                                  |                       |   |   |  |             |
| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s) | Needed Resources<br>(Include PD Support)  | Evidence of Implementation/<br>Effectiveness  | Timeframe for Completion                 | Status      |
|  |                                  |                       | WOW Integrated Academic activity games  | plans.  |  |             |
| <p>Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local). Principals will communicate contents of the policy across stakeholders.</p> <p>Principals will identify the three exempted days and email the information to AISD Health Coordinator.</p> <p>Teachers will use alternative rewards instead of food.</p>  | 9                                | Principal             | the nutrition memo (dated August 2009)  | No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services. | Days determined by the end of September. | In Progress |
| Share Fitnessgram data with campus staff, parents, and students.   | 6,7,10                           | Principal             | Schedule Faculty Meeting to inform staff, During Assembly to inform students, Parent Coffee | Agenda and Sign-in sheets by the end of December  |  | Not Started |
| Plan and implement a campus workout plan during recess to  | 2                                | Classroom teachers    | Organized WOW activities that increase  | WOW activities are in lesson plans  | Beginning the second week of             | 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>  |                                  |                       |  |  |  |             |
|--|----------------------------------|-----------------------|--|--|--|-------------|
| <b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b><br><b>2. Student participation in physical activities</b><br><b>3. Improvement of Fitnessgram results for all students</b><br><b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b> |                                  |                       |  |  |  |             |
| Applicable Strategic Plan Goal(s): 1,2, 3, 4   |                                  |                       |  |  |  |             |
| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s) | Needed Resources<br>(Include PD Support) | Evidence of Implementation/<br>Effectiveness | Timeframe for Completion               | Status      |
| increase student fitness.  |                                  |                       | fitness. WOW equipment                   |  | school                                 |             |
| Collaborate with YMCA to provide after school boot camp to teachers to promote health and wellness.  | 9                                | Leadership Team       |  | Boot Camp scheduled on Wednesdays            | By the end of the first grading period | Completed   |
| Begin with a staff running/walking club one day per week at a local park to promote health and wellness of all staff members.  | 1                                | Leadership Team       |  | Calendar of Events                           | By the end of November                 | Not Started |

Table #DR-2

| <b>Performance Objective: Effective violence prevention and intervention measures will be in place.</b>  |                                  |                                  |  |   |  |             |
|--|----------------------------------|----------------------------------|--|---|--|-------------|
| Applicable Strategic Plan Goal(s): 1,2   |                                  |                                  |  |   |  |             |
| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s)            | Needed Resources<br>(Include PD Support) | Evidence of Implementation/<br>Effectiveness  | Timeframe for Completion                       | Status      |
| • All classroom teachers will teach one SEL lesson per week utilizing the developed SEL curriculum and primary instructional resource—Second Step. | 1,2,8                            | Teachers, SEL Steering Committee | Second Step, lesson pacing calendar      | • Teachers will include in weekly, monthly lesson plans evidence of the lessons taught. | On-going beginning with second week of school. | 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-2

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

Applicable Strategic Plan Goal(s): 1,2

| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s)             | Needed Resources<br>(Include PD Support)  | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion  | Status      |
|--|----------------------------------|-----------------------------------|---|--|---|-------------|
| <ul style="list-style-type: none"> <li>Hold three campus-wide activities for No Place for Hate including planning activities with student group, having all staff and students sign ADL respect resolution, and fully implementing the planned activities according to the NPH timelines.</li> </ul> | 1,2,9                            | Teachers, SEL Steering Committee  | No Place for Hate materials, student group to help with planning, ADL respect resolution forms, | <ul style="list-style-type: none"> <li>Participation plan</li> <li>Respect resolutions signed and required photos/documentation of activities submitted on time resulting in ADL designation as NPH school.</li> </ul> | By mid-October for the plan and all activities completed and documented before Spring Break | Not Started |
| <ul style="list-style-type: none"> <li>Provide parents opportunity to learn about SEL standards and home support in at least one information session for parents.</li> </ul>   | 1,6                              | Teachers, SEL Steering Committee  | Parent information packets, time on agenda of Parent Coffee                                     | <ul style="list-style-type: none"> <li>Sign in from session(s)</li> </ul>  | By end of first semester  | Not Started |
| <ul style="list-style-type: none"> <li>Establish SEL Steering Committee and schedule a minimum of 6 Steering Committee meetings</li> </ul>   |                                  | Principal, SEL Campus Facilitator | Committee participants, calendar of meetings  | <ul style="list-style-type: none"> <li>Agendas / minutes</li> </ul>  | By end of September   | Completed   |
| <ul style="list-style-type: none"> <li>Establish self-regulation/problem-solving area in classrooms by providing PD to staff about areas, having each class set up space in classroom with posters/reminders, and by</li> </ul>  | 1,2,8                            | Teachers, SEL Steering Committee  | Peace area materials; designated space in each classroom  | <ul style="list-style-type: none"> <li>PD sign in</li> <li>Space set aside with appropriate visuals</li> <li>Students using area</li> </ul>  | By end of third week of school  | 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-2

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

Applicable Strategic Plan Goal(s): 1,2

| Specific Improvement Strategy   | Title 1<br>(list all that apply) | Responsible Person(s)   | Needed Resources<br>(Include PD Support)   | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion         | Status      |
|---|----------------------------------|---|--|--|----------------------------------|-------------|
| training students on use of areas.  |                                  |   |  | appropriately  |                                  |             |
| <ul style="list-style-type: none"> <li>Provide staff training on how to identify, work with, and support team members who work with students who exhibit extreme behavior such as violent outbursts, inability to self regulate, endangering self through fleeing classrooms</li> </ul> | 4                                | SEL Steering Committee, Principal, Counselors, District SEL and Child Study Team Facilitators | <u>Help for Billy</u><br>Second Step<br>PD from SEL facilitator on developing areas for self regulation<br>SAMA training | <ul style="list-style-type: none"> <li>Reduced number of repeat discipline referrals</li> </ul>  | Training by end of first 6 weeks | In Progress |
| <ul style="list-style-type: none"> <li>Schedule time for reflection and future planning by setting up monthly coach-facilitator check-ins, two Principal Chats, an End-of-Year Staff Reflection meeting, and completing the A.I.R. Survey in 3<sup>rd</sup> grade.</li> </ul>           | 4                                | Teachers, SEL Steering Committee  | Calendar of these meetings   | <ul style="list-style-type: none"> <li>Coach log</li> <li>Minutes / Goals of reflection meeting and AIR Survey Results</li> </ul>            | Set by end of first nine weeks   | In Progress |
| <ul style="list-style-type: none"> <li>Display SEL and PBS expectations and strategies throughout the school including in commons areas.</li> </ul>   | 1, 2                             | Teachers, SEL Steering Committee  | Posters  | <ul style="list-style-type: none"> <li>Posters and expectations on display in every classroom and hallway by the end of September</li> </ul> | By first day of school           | 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> |   |  |
| <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-3

### Performance Objective: Parental involvement will be encouraged.

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

| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s)   | Needed Resources<br>(Include PD Support)                                      | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion                     | Status      |
|--|----------------------------------|---|---|--|--|-------------|
| <ul style="list-style-type: none"> <li>Provide reading night with primary and intermediate sessions to train parents on effective ways to interact with their children in reading to improve interest and achievement</li> </ul>   | 2,6, 10                          | Reading Teachers  | Plan for family reading night   | <ul style="list-style-type: none"> <li>Evidence of attendance to include sign in sheets; evidence of effectiveness to include increase in quality of student reading response journal entries</li> </ul>   | By end of October                            | Completed   |
| <ul style="list-style-type: none"> <li>Provide information to parents about their child's progress on assessments in all academic areas as well as information for parents of ELL students about the progress of acquiring academic English in weekly folders and during parent conferences in their native language.</li> </ul> | 10                               | Teachers, Coaches, Principal, AP, Parent Support Specialist, Counselor, CIS Program Manager | Information sessions and packets for parents (Title I funds for reproduction) | <ul style="list-style-type: none"> <li>Weekly communications folders go home with graded work, mid nine weeks reports;</li> <li>all parents attend any required fall and spring conferences as well as other conferences as needed for lack of progress</li> </ul> | By end of fall and spring conference windows | In progress |
| <ul style="list-style-type: none"> <li>Provide Academic Math Night for parents to particularly introduce them to the numerical fluency and</li> </ul>  | 2, 6                             | Math Teachers, Coaches, Principal, AP, Parent Support Specialist, Counselor,                | Information sessions and packets for parents<br>Title I funds for             | <ul style="list-style-type: none"> <li>Academic Nights calendar in place by September 15. Evidence of</li> </ul>   | By end of January                            | Not Started |

## 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   | Title 1<br>(list all that apply) | Responsible Person(s)                | Needed Resources<br>(Include PD Support)                             | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion                                | Status      |
|---|----------------------------------|--------------------------------------|--|--|---|-------------|
| automaticity program and how to support this effort at home.  |                                  | CIS Program Manager                  | supplies, light refreshments, reproduction costs)                    | attendance to include sign in sheets; evidence of effectiveness to include increase in quality of student problem solving strategy use to include novel as well as taught procedures |   |             |
| • Teams utilize tools to communicate with parents on a weekly basis about Ss behavior (ex. Gator Books, parent conferencing, home visits by teachers and/ or Parent Support Specialist, eCST tools) | 2,6,10                           | Teachers                             | Gator Book supplies (Title I and BTO funds)                          | • Teams consistently use common tool of weekly communication with parents about Ss behavior  | Beginning using Gator Books the first week of school    | completed   |
| • Increase parent awareness of GT services and increase understanding of GT Performance Reports with scheduled GT parent meetings/ presentations in the fall and spring semesters at Parent Coffees | 6,10                             | GT Advocate                          | Time on agenda of Parent Coffee for presentation; information packet | • Meetings scheduled, conducted, and documented attendance by GT teachers and parents  | By mid-September for Fall and end of January for Spring | In progress |
| • Expand meaningful ways for  | 6                                | Principal, Parent Support Specialist | Refreshments, child care, incentives for                             | • Sign in sheets show  | By end of September                                     | In progress |

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## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components   |  |   |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> |  |   |
| 1 Needs assessment   | 5 Strategies to attract HQ teachers  | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy   | 6 Increased parental involvement   | 9 Coordination & integration of federal, state and local programs     |
| 3 Instruction by HQ staff  | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results    |
| 4 Ongoing PD   |  | 11 <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  | Title 1<br>(list all that apply) | Responsible Person(s)        | Needed Resources<br>(Include PD Support) | Evidence of Implementation/<br>Effectiveness | Timeframe for Completion | Status      |
| parents to participate in their children's education by forming cadres of Room Parents who work weekly to support their child's class. |                                  |                              | participation                            | increased parent participation.              |                          |             |
| Campus will make regular automated calls informing families about upcoming events, meetings, and school initiatives.                   | 6                                | Administration, Office Staff | Calendar of Events                       | • Call long                                  | On-going                 | In progress |

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   | Title 1<br>(list all that apply) | Responsible Person(s)                         | Needed Resources<br>(Include PD Support)                        | Evidence of Implementation/<br>Effectiveness                                       | Timeframe for Completion                                 | Status      |
| • Provide PD on effective implementation of all components of reading practices especially guided reading, comprehension, and the use of Comprehension Purpose Questions. | 4                                | AP, TLI coach, Reading Specialists, Principal | Time for PD for upper grade and lower grade teachers separately | • PD provided results in 90% of teachers implementing the PD topics with fidelity. | Both sets of teachers trained by end of first nine weeks | Completed   |
| • Provide PD on how to  | 4                                | Leadership Team                               | Time for PD and   | • Meeting notes reflect  | Ongoing  | In progress |

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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

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

| Specific Improvement Strategy   | Title 1<br>(list all that apply) | Responsible Person(s)                                      | Needed Resources<br>(Include PD Support)                                     | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion  | Status      |
|---|----------------------------------|--|--|--|---|-------------|
| increase rigor through questioning. Use pre-planned questions that focus on students using effective, efficient, just right tools for problem solving.  |                                  |  | individualized PD through observation and feedback coaching cycles           | use of PD during PLC planning, common assessment creation, and review of student work discussions  |   |             |
| • Provide Professional Development to PK teachers in 2 <sup>nd</sup> semester to help them introduce math vocabulary to assist students in transitioning to K   | 4,11                             | Instructional coach  | Information packets, time on PK PLC agenda                                   | Team meeting notes and observation and feedback data show use of PK/ K appropriate math vocabulary in last 9 weeks   | By end of May   | Not Started |
| • Provide PD on effective use of adopted reading series materials for diagnostics and interventions.  | 4,7                              | TLI Coach, AP, TLI Steering Committee, Reading PLC leaders | Reading series materials   | • PD provided results in 90% of teachers implementing the PD topics with fidelity.   | By end of 1 <sup>st</sup> Semester  | Not Started |
| • Provide PD to K-2 Teachers in the Texas Literacy Initiative Standards Based Instruction in Reading, Writing, English Language Proficiency, and Oral Language Development in a coherent framework that includes assessment, data driven decisions, and | 3,4,5,7                          | TLI Coach, AP, TLI Steering Committee,                     | TLI materials, District and Region XIII TLI support staff, time for training | • PD provided results in 90% of teachers implementing the PD topics with fidelity.<br>• Benchmark data and short cycle assessment data shows 10% fewer students in high or | On-going with majority of training occurring prior to end of first semester | 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.**

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

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

| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s)    | Needed Resources<br>(Include PD Support)   | Evidence of Implementation/<br>Effectiveness  | Timeframe for Completion                                   | Status      |
|--|----------------------------------|--------------------------|--|---|--|-------------|
| intensive, targeted interventions.   |                                  |                          |  | moderate need categories after each subsequent test window.   |  |             |
| <ul style="list-style-type: none"> <li>Continue to implement observation of all teachers for at least 15 minutes each week and provide face to face feedback each week in a 20 minute conference to include communication and monitoring of key steps for improvement, feedback on PD goals and implementation, and review of lesson plans.</li> </ul> | 4                                | Leadership Team          | <u>Leverage Leadership</u><br>Observation and Feedback cycle information and way to document using tracker or similar tool | <ul style="list-style-type: none"> <li>Planning tracker maintained by each Leadership team member with Observation and Feedback duties reflects progress on key indicators throughout the year.</li> </ul>  | Ongoing beginning with first cycle by the end of September | In Progress |
| <ul style="list-style-type: none"> <li>Continue to provide training to teachers on effective ways to implement technology in their classroom</li> </ul>  | 4                                | AP, Technology Committee | Air Server software, more up to date hardware, new software packages   | <ul style="list-style-type: none"> <li>75% of teachers trained by end of semester on at least one new classroom technology idea</li> <li>Observation and feedback data shows teachers using technology in at least three lessons in each</li> </ul> | By end of first semester                                   | Not started |

## 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.

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

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

| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s)   | Needed Resources<br>(Include PD Support)                             | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion      | Status      |
|--|----------------------------------|---|--|--|-------------------------------|-------------|
| <ul style="list-style-type: none"> <li>Teachers receive PD for and develop differentiated instructional programs and materials that engage, motivate, encourage, and excite Ss to achieve potential</li> </ul> | 4                                | Principal, GT Advocates   | (Title I for materials); time on Faculty Mtg. agendas for training   | <ul style="list-style-type: none"> <li>9 weeks period.</li> <li>Increase the frequency of planned and observed differentiated learning experiences for GT students in the core academic areas by 25%.</li> </ul> | By Spring Break               | Not started |
| <ul style="list-style-type: none"> <li>Provide GT update training to all GT certified staff</li> </ul>   | 4, 5                             | GT Advocate, Teacher trained to provide update training for the staff | Time, agenda, and dates for training, materials packets for teachers | <ul style="list-style-type: none"> <li>GT Update training completed by end of November with consistent implementation of training ideas evident in at least 80% of trained staff classrooms</li> </ul>           | By end of first semester      | Not Started |
| <ul style="list-style-type: none"> <li>Ensure that all DL teachers receive district level required training for Dual language, reading, math, science, and writing.</li> </ul>                                 | 4,5,9                            | DL Committee, Principal   | Funds for substitutes and stipends                                   | <ul style="list-style-type: none"> <li>Individual professional development plans of teachers reflect the completion of all required training.</li> </ul>   | By end of first semester      | Completed   |
| <ul style="list-style-type: none"> <li>Provide Professional</li> </ul>   | 4                                | AP, TLI Steering Committee members                                    | Training information on CPQ's, time for training                     | <ul style="list-style-type: none"> <li>St. use of self-</li> </ul>   | PD complete by end of first 9 | Completed   |

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## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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

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

| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s)                                  | Needed Resources<br>(Include PD Support)                                   | Evidence of Implementation/<br>Effectiveness  | Timeframe for Completion                            | Status      |
|--|----------------------------------|--|--|---|---|-------------|
| Development on ways to teach students strategies to develop self- monitoring as they read including implementing the use of Comprehension Purpose Questions (CPQ). |                                  |  | at faculty meeting   | monitoring strategies is evident during classroom visits and listening in to students read. | weeks, full implementation by end of first semester |             |
| • Provide Professional Development on how to effectively implement and monitor a system to develop numerical fluency and automaticity                              | 4                                | Math teachers, math coach                              | Training on the adopted program and how it fits with the new math adoption | • Scholar proficiency on weekly/ biweekly assessments shows steady improvement              | PD completed by week 4                              | Completed   |
| • Provide Professional Development to teachers on Writers Workshop and write for real world purposes to all classroom teachers                                     | 4                                | TLI specialists, RTI specialists, Reading Specialists. | Training on writing, writers workshop materials                            | • PD agenda, Lesson plans   | Ongoing   | In Progress |

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components   |  |   |
|--|--|---|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> |  |   |
| 1 Needs assessment   | 5 Strategies to attract HQ teachers  | 8 Activities to help students reach proficient and advanced standards |
| 2 Schoolwide reform strategy   | 6 Increased parental involvement   | 9 Coordination & integration of federal, state and local programs     |
| 3 Instruction by HQ staff  | 7 Measures to include teachers in decisions about use of assessment to improve perf. | 10 Communication with parents regarding student assessment results    |
| 4 Ongoing PD   |  | 11 <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: 10.3%  |                                  | Does campus performance require inclusion of this objective? (Yes or No): Yes |  |   |  |             |
| Applicable Strategic Plan Goal(s): 1,2,4  |                                  |   |  |   |  |             |
| Specific Improvement Strategy   | Title 1<br>(list all that apply) | Responsible Person(s)   | Needed Resources<br>(Include PD Support)     | Evidence of Implementation/<br>Effectiveness  | Timeframe for Completion                       | Status      |
| Improve the quality of Tier I instruction in classrooms through the use of observation and feedback model, co-teaching, and PD for teachers | 1, 4                             | Principal, AP, Specialists, RTI   | PD materials, time                           | PD agendas, Reduction in students receiving pull out interventions, reduction in special education referrals. | BOY and ongoing                                | In Progress |
| Use the CST system to set goals for and identify strategies to support struggling students  | 1                                | AP, RTI specialist, teachers, specialists                                     | Materials for supporting struggling students | Increase in rate successful eCST goals, reduction in students referred for SPED testing                       | ongoing  | In Progress |
| Use of on campus resources to provide early, regular, and targeted interventions to struggling students                                     | 1                                | Specialist, TAs   | Intervention materials                       | Intervention groups based on formative and summative data, improvement of formative and summative test data   | ongoing  | In Progress |

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

### Special Education Service in LRE – All Levels

| Table #DR-10  |                                  |   |  |  |  |             |
|---|----------------------------------|---|--|--|--|-------------|
| Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more. |                                  |   |  |  |  |             |
| Condition: If rate < 68%  |                                  |   |  |  | Source: SPED C-IEP (H) 4 <sup>th</sup> 6 weeks |             |
| Campus rate: 31.3%  |                                  | Does campus performance require inclusion of this objective? (Yes or No): Yes |  |  |  |             |
| Applicable Strategic Plan Goal(s): 1,2,4  |                                  |   |  |  |  |             |
| Specific Improvement Strategy   | Title 1<br>(list all that apply) | Responsible Person(s)   | Needed Resources<br>(Include PD Support)                 | Evidence of Implementation/<br>Effectiveness | Timeframe for Completion                       | Status      |
| Review IEPs for any student who might benefit from inclusion time   | 1                                | Teachers, ARD committee   | Lesson plans, instruction in general education classroom | Reduction in student resource time           | End of first 9 weeks                           | Completed   |
| Increasing level of support to students in general education classroom through coteaching   | 1                                | Teachers, SPED teachers, SPED TAs   | Grade level curriculum                                   | Reduction in resource time                   | Ongoing  | In progress |

### ELL Proficiency Levels – All Levels

| Table #DR-12   |                               |   |                                       |   |                                |             |
|--|-------------------------------|---|---------------------------------------|---|--------------------------------|-------------|
| Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12). |                               |   |                                       |   |                                |             |
| Condition: If percentage of LEP students at beginning proficiency level over two-year period > 4.5%  |                               |   |                                       |   | Source: AISD CDA Report/TELPAS |             |
| Campus rate: 16%   |                               | Does campus performance require inclusion of this objective? (Yes or No): Yes |                                       |   |                                |             |
| Applicable Strategic Plan Goal(s): 1,2,3,4   |                               |   |                                       |   |                                |             |
| Specific Improvement Strategy  | Title 1 (list all that apply) | Responsible Person(s)   | Needed Resources (Include PD Support) | Evidence of Implementation/ Effectiveness | Timeframe for Completion       | Status      |
| Use TELPAS data and ELPS guide to guide instruction  | 1                             | LPAC chair, DL teachers   | ELPS PD, TELPAS PD                    | Lesson Plans                              | ongoing                        | In Progress |
| Integrate sheltering strategies (such as sentence stems) when delivering instruction in L2   | 1                             | DL teachers, LPAC chair   | ELPs PD                               | Lesson Plans                              | ongoing                        | In Progress |

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## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

| Title 1 Components   |   |  |
|--|---|--|
| <i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i> |   |  |
| <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-12

**Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).**

**Condition: If percentage of LEP students at beginning proficiency level over two-year period > 4.5%**

Source: AISD CDA Report/TELPAS

Campus rate: 16%

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

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

| Specific Improvement Strategy  | Title 1<br>(list all that apply) | Responsible Person(s)          | Needed Resources<br>(Include PD Support)    | Evidence of Implementation/<br>Effectiveness   | Timeframe for Completion | Status      |
|--|----------------------------------|--------------------------------|---|--|--------------------------|-------------|
| Use sentence stems to help increase the rate of language development | 1                                | classroom teachers, LPAC chair | Sentence stems review training for teachers | Classroom instruction, oral language development activities observed during walk throughs, classroom environment | ongoing                  | In Progress |
| Implement the one-way dual language model with fidelity              | 1                                | DL teachers, LPAC chair, Admin | DL walkthroughs and DL CRMs                 | Gomez and Gomez classroom Evaluations.   | ongoing                  | 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:   | Provides tutoring to students at risk of not meeting state academic achievement goals and increases academic performance.  |
| General Supplies for at-risk students:   | General supplies provided to economically disadvantaged students and/or academically at risk students to increase academic performance   |
| Transition Services (from middle school to high school or from elementary school to middle school):  | N/A  |
| Middle School reading and math initiatives:  | N/A  |
| Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:  | N/A  |
| Reading specialists (to include literacy coaches):   | To increase number of students reading on grade level  |
| Math specialist (FTE for math interventions):  | N/A  |
| Elementary Counselors:   | To ensure that students are emotionally ready to learn. Provides additional social, emotional, and behavior supports affecting academic achievement to students identified as academically at risk.          |
| Dropout prevention services:   | N/A  |
| DELTA (or other credit recovery programs):   | N/A  |
| Parent Support Specialist (or other parent involvement expenses):  | To assist parents in supporting their children's education and attendance. Provides additional supports to students and families identified as at risk because of attendance and other non-academic factors. |
| 9 <sup>th</sup> Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.): | N/A  |

## APPENDIX A-2

### Highly Qualified Teacher Recruitment and Retention Plan

Area 1: Increase percentage of highly qualified (HQ) teachers to meet and/or maintain 100%. Strategies (check all that apply, but check at least one):

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

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

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

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

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

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

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

### APPENDIX A-3 Pregnancy Related Services

**Pregnancy Related Services (PRS)** are a combination of Support Services and Compensatory Education Home Instruction (CEHI). These services are available to a pregnant student during pregnancy prenatal and postpartum periods to help her adjust academically, mentally and physically and to remain in school.

**Support Services** are provided during the prenatal period of pregnancy and while the student is still attending school, as well as during the prenatal or postpartum period while the student is at home or hospital for a valid medical necessity or recovering from delivery and being served with PRS CEHI. Examples of Support Services the student may access are counseling, health services provided by school nurse, case management and service coordination.

**Compensatory Education Home Instruction (CEHI)** is academic instruction offered to the student in the home or hospital. The number of hours per week of instruction by a certified teacher varies according to student needs, and attendance is reported according to TEA formula. This service is provided under different circumstances:

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 1) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 2) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 3) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

At the district level, compensatory education funds are used to fund teacher units for the Pregnancy Related Services program.

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

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

| <b>Components</b>  |   | <b>Objective Table #(s)</b>                               |
|--------------------|---|---|
| <b>Component #</b> | <b>Component</b>  |   |
| 1                  | Comprehensive needs assessment  | #CI-1, #CI-2, #CI-3, #DR-1, #DR-2, #DR-5, ##DR-10, #DR-12 |
| 2                  | School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement and that use effective methods/strategies based on scientifically based research | #CI-1, #CI-2, #CI-3, #DR-2, #DR-3                         |
| 3                  | Instruction by highly qualified staff   | #CI-1, #CI-2, #DR-4                                       |
| 4                  | High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards  | #CI-1, #DR-2, #DR-4, #DR-5                                |
| 5                  | Strategies to attract highly qualified teachers to high-need schools  | #DR-4   |
| 6                  | Strategies to increase parental involvement   | #DR-1, #DR-2, #DR-3                                       |
| 7                  | Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)   | #CI-1, #CI-3, #DR-1, #DR-4                                |
| 8                  | Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards  | #CI-1, #CI-2, #CI-3, #DR-2, #DR-3, #DR-4                  |
| 9                  | Coordination and integration of federal, state, and local services and programs   | #CI-1, #CI-2, #CI-3, #DR-1, #DR-2, #DR-4                  |
| 10                 | Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results  | #DR-3   |
| 11                 | <i>For Elementary:</i> Transition to K assistance to Pre-K/EC students  | #DR-4   |



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

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

**Campus**

: Andrews

**Date:**

03/27/14

*This table provides an executive summary of Title I expenditures, and ties them directly to improving student performance, as identified in the Needs Assessment and corresponding strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items. Please insert additional rows in the table as needed.*

| Type of Expenditure | ACCT #  | How will Expenditure Improve Student Performance?   |  | Amount of Expenditure | How will impact be assessed?  |
|---------------------|---------|---|--|-----------------------|---|
|                     |         | Improvement strategy  | Needs Assessment   |                       |   |
| <b>Personnel</b>    |         |   |  |                       |   |
| *.5 AP              | 23-6119 |   |  | \$0.00                |   |
|                     |         | Establish self-regulation/problem-solving area in classrooms by providing PD to staff about areas, having each class set up space in classroom with posters/reminders, and by training students on use of areas and facilitate the implementation of SEL and No Place for Hate. | Discipline reports, Parent Surveys, Teacher Surveys, and Student Surveys show that positive behavior needs to improve so that students and teachers have a safe and productive environment for learning in which students learn to resolve conflict peacefully and to self-regulate. |                       | Review of discipline reports, parent, teacher and student surveys shows a decrease in negative behaviors that interrupt the learning process. |
| *.5 Counselor       | 12-6119 |   |  | \$32,635.00           |   |

|   |         |   |   |              |  |
|---|---------|---|---|--------------|--|
| *Specialists(s)/Coach(s) - w/teachers                       | 13-6119 | Teachers consistently implement instructional strategies to align with the depth and complexity of the SE's while building engaging lessons to motivate student engagement. | STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and Retention Rates reveal the need to improve instructional practices to improve student performance. | \$33,007.00  | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |
| *Specialists(s)/Coach(s) - w/students                       | 11-6119 | Provide quality Tier II/ III intervention both during and after school in small group instruction including training and using Americorps tutors for after school tutors.   | STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and Retention Rates reveal the need to improve instructional practices to improve student performance. | \$131,640.00 | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |
| *Specialists(s)/Coach(s) - Career Ladder                    | 11-6117 | Provide quality Tier II/ III intervention both during and after school in small group instruction including training and using Americorps tutors for after school tutors.   | STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and Retention Rates reveal the need to improve instructional practices to improve student performance. | \$1,500.00   | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |
| *Specialists(s)/Coach(s) - Career Ladder/FICA               | 11-6141 |   |   | \$115.00     |  |
| *Specialists(s)/Coach(s) - Career Ladder/HEALTH INS         | 11-6142 |   |   | \$2.00       |  |
| *Specialists(s)/Coach(s) - Career Ladder/TEACHER RETIREMENT | 11-6146 |   |   | \$112.00     |  |

|                              |         |   |  |             |  |
|------------------------------|---------|---|--|-------------|--|
| *TA(s)                       | 11-6129 | Provide quality Tier II/ III intervention both during and after school in small group instruction including training and using Americorps tutors for after school tutors.               | STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and Retention Rates reveal the need to improve instructional practices to improve student performance.  | \$69,249.00 | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |
| *Technology Specialist       | 53-6129 |   |  | \$0.00      |  |
| *.5 PSS                      | 61-6129 | Provide parents with meaningful activities/opportunities to assist child at home including use of accountability measures and incentives for parents (Reading, Math, and Science Night) | Parent, Staff, and Student Surveys in addition to assessment results show that parents need education in how to help their children with academics and need assistance in finding resources for their children to be ready to learn. | \$15,201.00 | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |
| Ext Duty - Teachers Tutoring | 11-6118 | Provide quality Tier II/ III intervention both during and after school in small group instruction including training and using Americorps tutors for after school tutors.               | STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and Retention Rates reveal the need to improve instructional practices to improve student performance.  | \$32,109.00 | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |
| Ext Duty - Teachers Planning | 13-6118 | Provide quality Tier II/ III intervention both during and after school in small group instruction including training and using Americorps tutors for after school tutors.               | STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and Retention Rates reveal the need to improve instructional  | \$2,759.00  | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |

|   |              |   |   |             |  |
|---|--------------|---|---|-------------|--|
|   |              |   | practices to improve student performance.   |             |  |
| Subs  | 11-6112      | <input type="checkbox"/>  |   | \$0.00      |  |
| PT Hourly   | 11-6125      |   |   | \$0.00      |  |
|   |              | Provide quality Tier II/ III intervention both during and after school in small group instruction including training and using Americorps tutors for after school tutors. | STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and Retention Rates reveal the need to improve instructional practices to improve student performance. |             | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |
| *Salary Adjustment = 5% of salaries                                   | 11-6148      |   |   | \$14,087.00 |  |
|   |              |   |   | \$0.00      |  |
| <b>Instructional Supplies, Materials, and Equipment (Function 11)</b> | <b>ACCT#</b> |   |   |             |  |
| Copier Rental   | 11-6265      |   |   | \$0.00      |  |
|   |              | Provide quality Tier II/ III intervention both during and after school in small group instruction including training and using Americorps tutors for after school tutors. | STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and Retention Rates reveal the need to improve instructional practices to improve student performance. |             | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |
| Misc Contr Svcs   | 11-6298      |   |   | \$10,000.00 |  |
| Reproduction Costs  | 11-6299      |   |   | \$0.00      |  |
| Reading Materials   | 11-6329      |   |   | \$0.00      |  |
| Testing Materials (STAAR)   | 11-6339      |   |   | \$0.00      |  |
| Computer Related Equip <\$5000  | 11-6396      |   |   | \$0.00      |  |
| Software  | 11-6397      |   |   | \$0.00      |  |

|   |              |   |   |            |  |
|---|--------------|---|---|------------|--|
|   |              | Teachers consistently implement instructional strategies to align with the depth and complexity of the SE's while building engaging lessons to motivate student engagement. | STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and Retention Rates reveal the need to improve instructional practices to improve student performance. |            | Increase in STAAR Results, MOY and EOY Primary Reading Assessments and Benchmarks, and decrease in Retention Rates |
| General Supplies  | 11-6399      |   |   | \$3,577.00 |  |
| Student Travel (Charter Bus)                                    | 11-6412      |   |   | \$0.00     |  |
| Field Trips (Yellow Bus)  | 11-6494      |   |   | \$0.00     |  |
| Food/Refreshments   | 11-6497      |   |   | \$0.00     |  |
| Misc Oper Exp   | 11-6499      |   |   | \$0.00     |  |
|   |              |   |   | \$0.00     |  |
| <b>Supplies, Materials, and Equipment (Function 13)</b>         | <b>ACCT#</b> |   |   |            |  |
| Misc Contr Svcs   | 13-6298      |   |   | \$0.00     |  |
| Reading Materials   | 13-6329      |   |   | \$0.00     |  |
| General Supplies  | 13-6399      |   |   | \$0.00     |  |
| Emp Travel  | 13-6411      |   |   | \$0.00     |  |
|   |              |   |   | \$0.00     |  |
|   |              |   |   | \$0.00     |  |
| <b>Instructional Supplies/Materials (Function 12 Library)</b>   | <b>ACCT#</b> |   |   |            |  |
| Reading Materials   | 12-6329      |   |   | \$0.00     |  |
| General Supplies  | 12-6399      |   |   | \$0.00     |  |
|   |              |   |   | \$0.00     |  |
| <b>Instructional Supplies/Materials (Function 23 Admin)</b>     | <b>ACCT#</b> |   |   |            |  |
| Reading Materials   | 23-6329      |   |   | \$0.00     |  |
| General Supplies  | 23-6399      |   |   | \$0.00     |  |
| Emp Travel  | 23-6411      |   |   | \$0.00     |  |
|   |              |   |   | \$0.00     |  |
| <b>Instructional Supplies/Materials (Function 31 Counselor)</b> | <b>ACCT#</b> |   |   |            |  |

|  |              |   |  |          |   |
|--|--------------|---|--|----------|---|
| Reading Materials  | 31-6329      |   |  | \$0.00   |   |
| General Supplies   | 31-6399      |   |  | \$0.00   |   |
| Misc Oper Exp  | 31-6499      |   |  | \$0.00   |   |
|  |              |   |  | \$0.00   |   |
| <b>Instructional Supplies/Materials<br/>(Function 61 Parent Involvement)</b> | <b>ACCT#</b> |   |  |          |   |
| Reading Materials  | 61-6329      |   |  | \$0.00   |   |
|  |              | Provide parents with meaningful activities/opportunities to assist child at home including use of accountability measures and incentives for parents (Reading, Math, and Science Night) | Parent, Staff, and Student Surveys in addition to assessment results show that parents need education in how to help their children with academics and need assistance in finding resources for their children to be ready to learn. |          | Review of parent surveys, increased attendance rates, increased academic performance, reduced discipline rates. |
| General Supplies   | 61-6399      |   |  | \$200.00 |   |
|  |              | Provide parents with meaningful activities/opportunities to assist child at home including use of accountability measures and incentives for parents (Reading, Math, and Science Night) | Parent, Staff, and Student Surveys in addition to assessment results show that parents need education in how to help their children with academics and need assistance in finding resources for their children to be ready to learn. |          | Review of parent surveys, increased attendance rates, increased academic performance, reduced discipline rates. |
| Emp Travel   | 61-6411      |   |  | \$500.00 |   |
|  |              | Provide academic nights and parent coffees to train parents on effective ways to interact with their children in reading to improve interest and achievement                            | Parent, Staff, and Student Surveys in addition to assessment results show that parents need education in how to help their children with academics and need assistance in  |          | Review of parent surveys, increased attendance rates, increased academic performance, reduced discipline rates. |
| Food/Refreshments  | 61-6497      |   |  | \$527.00 |   |

|                                     |         |  |  |              |   |
|-------------------------------------|---------|--|--|--------------|---|
|                                     |         |  | finding resources for their children to be ready to learn.   |              |   |
| PSS Salary                          | 61-6129 | Provide academic nights and parent coffees to train parents on effective ways to interact with their children in reading to improve interest and achievement | Parent, Staff, and Student Surveys in addition to assessment results show that parents need education in how to help their children with academics and need assistance in finding resources for their children to be ready to learn. | \$4,000.00   | Review of parent surveys, increased attendance rates, increased academic performance, reduced discipline rates. |
| <b>Other Requests</b>               |         |  |  |              |   |
|                                     |         |  |  | \$0.00       |   |
|                                     |         |  |  | \$0.00       |   |
| <b>Total (Must Match BTO Total)</b> |         |  |  | \$351,220.00 |   |

Principal Approval

\_\_\_\_\_

Date: \_\_\_\_\_

Campus Scorecard 2014-15  
102 - Andrews Elementary



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<br>Actual | 2012-13<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 28%               | 27%               | 23%                  | 35%                         |
| Afr Amer     | 18%               | 15%               | 14%                  | 27%                         |
| Hispanic     | 32%               | 31%               | 25%                  | 37%                         |
| White        | *                 | *                 | *                    | 43%                         |
| Asian        | -                 | -                 | -                    | 0%                          |
| Two+         | *                 | -                 | *                    | 15%                         |
| SpEd         | 6%                | 19%               | *                    | 28%                         |
| ECD          | 29%               | 25%               | 23%                  | 35%                         |
| ELL          | 27%               | 26%               | 21%                  | 33%                         |

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<br>Actual | 2012-13<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 41%               | 42%               | 28%                  | 39%                         |
| Afr Amer     | 35%               | 37%               | 21%                  | 33%                         |
| Hispanic     | 43%               | 43%               | 30%                  | 40%                         |
| White        | *                 | *                 | *                    | 43%                         |
| Asian        | -                 | -                 | -                    | 0%                          |
| Two+         | *                 | -                 | *                    | 100%                        |
| SpEd         | 3%                | 10%               | *                    | 24%                         |
| ECD          | 40%               | 42%               | 28%                  | 39%                         |
| ELL          | 35%               | 35%               | 25%                  | 36%                         |

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<br>Actual | 2012-13<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 26%               | 25%               | 21%                  | 33%                         |
| Afr Amer     | 21%               | 17%               | *                    | 26%                         |
| Hispanic     | 27%               | 27%               | 23%                  | 35%                         |
| White        | *                 | *                 | *                    | 15%                         |
| Asian        | -                 | -                 | -                    | 0%                          |
| Two+         | -                 | -                 | *                    | 15%                         |
| SpEd         | *                 | *                 | *                    | 27%                         |
| ECD          | 25%               | 25%               | 21%                  | 33%                         |
| ELL          | 25%               | 22%               | 21%                  | 33%                         |

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<br>Actual | 2012-13<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 26%               | 39%               | 36%                  | 46%                         |
| Afr Amer     | 20%               | 31%               | *                    | 34%                         |
| Hispanic     | 28%               | 40%               | 39%                  | 48%                         |
| White        | -                 | *                 | -                    | 0%                          |
| Asian        | -                 | -                 | -                    | 0%                          |
| Two+         | -                 | -                 | -                    | 0%                          |
| SpEd         | *                 | *                 | *                    | 23%                         |
| ECD          | 27%               | 38%               | 36%                  | 46%                         |
| ELL          | 15%               | 33%               | 21%                  | 33%                         |

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

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

- Denominator is 0

**STAAR Reading - Level III**

|              | 2011-12<br>Actual | 2012-13<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 5%                | 7%                | 9%                   | 14%                         |
| Afr Amer     | 5%                | 2%                | *                    | 12%                         |
| Hispanic     | 4%                | 8%                | 10%                  | 15%                         |
| White        | *                 | *                 | *                    | 5%                          |
| Asian        | -                 | -                 | -                    | 0%                          |
| Two+         | *                 | -                 | *                    | 5%                          |
| SpEd         | 3%                | <1%               | *                    | 12%                         |
| ECD          | 5%                | 6%                | 9%                   | 14%                         |
| ELL          | 3%                | 4%                | 9%                   | 13%                         |

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<br>Actual | 2012-13<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 16%               | 23%               | 10%                  | 14%                         |
| Afr Amer     | 18%               | 17%               | *                    | 9%                          |
| Hispanic     | 16%               | 25%               | 11%                  | 15%                         |
| White        | *                 | *                 | *                    | 5%                          |
| Asian        | -                 | -                 | -                    | 0%                          |
| Two+         | *                 | -                 | *                    | 100%                        |
| SpEd         | <1%               | <1%               | *                    | 5%                          |
| ECD          | 15%               | 23%               | 10%                  | 14%                         |
| ELL          | 8%                | 14%               | 7%                   | 12%                         |

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

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

- Denominator is 0

**STAAR Writing - Level III**

|              | 2011-12<br>Actual | 2012-13<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 5%                | 3%                | *                    | 5%                          |
| Afr Amer     | 7%                | <1%               | *                    | 5%                          |
| Hispanic     | 5%                | 2%                | *                    | 5%                          |
| White        | *                 | *                 | *                    | 5%                          |
| Asian        | -                 | -                 | -                    | 0%                          |
| Two+         | -                 | -                 | *                    | 5%                          |
| SpEd         | *                 | *                 | *                    | 5%                          |
| ECD          | 4%                | 3%                | *                    | 5%                          |
| ELL          | <1%               | 3%                | *                    | 5%                          |

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 III**

|              | 2011-12<br>Actual | 2012-13<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|-------------------|----------------------|-----------------------------|
| All Students | 12%               | 9%                | 15%                  | 19%                         |
| Afr Amer     | 13%               | <1%               | *                    | 5%                          |
| Hispanic     | 12%               | 12%               | 17%                  | 22%                         |
| White        | -                 | *                 | -                    | 0%                          |
| Asian        | -                 | -                 | -                    | 0%                          |
| Two+         | -                 | -                 | -                    | 0%                          |
| SpEd         | *                 | *                 | *                    | 5%                          |
| ECD          | 13%               | 9%                | 15%                  | 19%                         |
| ELL          | 4%                | 13%               | *                    | 12%                         |

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

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

- Denominator is 0

### STAAR Reading - Met or Exceeded Progress

|              | 2012-13<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|----------------------|-----------------------------|
| All Students | 58%               | 47%                  | 70%                         |
| Afr Amer     | 61%               | 57%                  | 70%                         |
| Hispanic     | 60%               | 43%                  | 70%                         |
| White        | *                 | *                    | 70%                         |
| Amer Ind     | *                 | -                    | 0%                          |
| Asian        | -                 | -                    | 0%                          |
| Two+         | -                 | *                    | 70%                         |
| SpEd         | *                 | 67%                  | 70%                         |
| ELL          | 67%               | 33%                  | 70%                         |

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<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|----------------------|-----------------------------|
| All Students | 71%               | 44%                  | 75%                         |
| Afr Amer     | 81%               | 35%                  | 75%                         |
| Hispanic     | 67%               | 45%                  | 75%                         |
| White        | *                 | *                    | 75%                         |
| Amer Ind     | *                 | -                    | 0%                          |
| Asian        | -                 | -                    | 0%                          |
| Two+         | -                 | *                    | 100%                        |
| SpEd         | 71%               | 56%                  | 60%                         |
| ELL          | 53%               | 41%                  | 75%                         |

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<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|----------------------|-----------------------------|
| All Students | 20%               | 21%                  | 22%                         |
| Afr Amer     | 22%               | 39%                  | 40%                         |
| Hispanic     | 20%               | 15%                  | 16%                         |
| White        | *                 | *                    | 35%                         |
| Amer Ind     | *                 | -                    | 0%                          |
| Asian        | -                 | -                    | 0%                          |
| Two+         | -                 | *                    | 10%                         |
| SpEd         | *                 | *                    | 26%                         |
| ELL          | 27%               | 10%                  | 12%                         |

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<br>Actual | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|----------------------|-----------------------------|
| All Students | 28%               | 15%                  | 16%                         |
| Afr Amer     | 24%               | *                    | 18%                         |
| Hispanic     | 28%               | 14%                  | 15%                         |
| White        | *                 | *                    | 35%                         |
| Amer Ind     | *                 | -                    | 0%                          |
| Asian        | -                 | -                    | 0%                          |
| Two+         | -                 | *                    | 10%                         |
| SpEd         | 14%               | *                    | 14%                         |
| ELL          | 13%               | 13%                  | 14%                         |

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

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

- Denominator is 0

### Primary Reading Assessment EOY On or Above Grade Level

|                    | 2011-12<br>Estimated | 2012-13<br>Estimated | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------------|----------------------|----------------------|----------------------|-----------------------------|
| Kinder DRA English | 82%                  | 79%                  | 50%                  | 70%                         |
| Kinder DRA Spanish | 73%                  | 72%                  | 71%                  | 75%                         |
| 1st DRA English    | 23%                  | 44%                  | 60%                  | 70%                         |
| 1st DRA Spanish    | 42%                  | 71%                  | 69%                  | 70%                         |
| 2nd DRA English    | 49%                  | 60%                  | 55%                  | 60%                         |
| 2nd DRA Spanish    | 57%                  | 53%                  | 72%                  | 75%                         |

Data Source: AIMS, EOY Assessment

On grade level for KG is at least 3, for grade 1 is at least 16, and for grade 2, at least 28.

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

- Denominator is 0

### Attendance

|              | 2010-11<br>Actual | 2011-12<br>Actual | 2012-13<br>Estimated | 2013-14<br>Estimated | 2014-15<br>Improvement Goal |
|--------------|-------------------|-------------------|----------------------|----------------------|-----------------------------|
| All Students | 96.3%             | 96.7%             | 96.4%                | 96.3%                | 96.5%                       |
| Afr Amer     | 95.4%             | 96.2%             | 96.1%                | 95.2%                | 95.8%                       |
| Hispanic     | 96.6%             | 96.9%             | 96.5%                | 96.6%                | 97.0%                       |
| White        | 95.0%             | 95.9%             | 96.5%                | 94.1%                | 95.0%                       |
| Amer Ind     | *                 | <1%               | *                    | <1%                  | 0.0%                        |
| Asian        | *                 | *                 | *                    | 97.1%                | 97.3%                       |
| Two+         | *                 | *                 | *                    | *                    | 96.3%                       |
| ECD          | 96.4%             | 96.7%             | 96.4%                | 96.3%                | 96.5%                       |

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 | *  | *                      | *  | *                      | *  | *                      | 0.11%                  |
| Afr Amer     | *  | *                      | *  | *                      | *  | *                      | 0.60%                  |
| Hispanic     | *  | *                      | *  | *                      | *  | *                      | 0.10%                  |
| White        | *  | *                      | *  | *                      | *  | *                      | 0.00%                  |
| Amer Ind     | *  | *                      | *  | *                      | -  | -                      | 0.00%                  |
| Asian        | *  | *                      | *  | *                      | *  | *                      | 0.00%                  |

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

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

- Denominator is 0

### Campus Suspensions to Home

|              | Estimated                    |                              |                              |                              |                              |                              | Improvement Goal       |
|--------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------|
|              | 2011-12                      |                              | 2012-13                      |                              | 2013-14                      |                              | 2014-15                |
|              | # Campus Suspensions to Home | % Campus Suspensions to Home | # Campus Suspensions to Home | % Campus Suspensions to Home | # Campus Suspensions to Home | % Campus Suspensions to Home | % Ethnic Group Removed |
| All Students | 18                           | 2.16%                        | 11                           | 1.37%                        | 12                           | 1.45%                        | 1.40%                  |
| Afr Amer     | 8                            | 5.13%                        | 7                            | 4.17%                        | 8                            | 5.63%                        | 2.80%                  |
| Hispanic     | 10                           | 1.55%                        | *                            | *                            | *                            | *                            | 0.45%                  |
| White        | *                            | *                            | *                            | *                            | *                            | *                            | 1.00%                  |
| Amer Ind     | *                            | *                            | *                            | *                            | -                            | -                            | 0.00%                  |
| Asian        | *                            | *                            | *                            | *                            | *                            | *                            | 0.00%                  |

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

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

- Denominator is 0

### Campus ALC/EDAP or In School Suspensions

|              | Estimated                   |                             |                             |                             |                             |                             | Improvement Goal       |
|--------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------|
|              | 2011-12                     |                             | 2012-13                     |                             | 2013-14                     |                             | 2014-15                |
|              | # Campus Suspensions to ISS | % Campus Suspensions to ISS | # Campus Suspensions to ISS | % Campus Suspensions to ISS | # Campus Suspensions to ISS | % Campus Suspensions to ISS | % Ethnic Group Removed |
| All Students | *                           | *                           | *                           | *                           | *                           | *                           | 0.10%                  |
| Afr Amer     | *                           | *                           | *                           | *                           | *                           | *                           | 0.00%                  |
| Hispanic     | *                           | *                           | *                           | *                           | *                           | *                           | 0.27%                  |
| White        | *                           | *                           | *                           | *                           | *                           | *                           | 0.00%                  |
| Amer Ind     | *                           | *                           | *                           | *                           | -                           | -                           | 0.00%                  |
| Asian        | *                           | *                           | *                           | *                           | *                           | *                           | 0.00%                  |

The rate reflects the number of students in each ethnic group receiving the stated disciplinary action divided by the number of students in the ethnic group active and inactive when this report was run.

Source: DEEDS Discipline Data for PEIMS. 2013-2014 data are draft. Final data reports will be disseminated in August 2014.

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

- Denominator is 0

### Fall Enrollment (PEIMS Snapshot Date)

|              | 2012-13<br>Actual | 2013-14<br>Estimated |
|--------------|-------------------|----------------------|
| All Students | 668               | 696                  |
| Afr Amer     | 136               | 118                  |
| Hispanic     | 508               | 539                  |
| White        | 16                | 26                   |
| Amer Ind     | 2                 | -                    |
| Asian        | 5                 | 6                    |
| Two+         | 1                 | 7                    |

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 | 185            | 29               | 16% | 216            | 32               | 15% | 14%              |
| Afr Amer     | 6              | *                | *   | 5              | *                | *   | 0%               |
| Hispanic     | 179            | 28               | 16% | 209            | 31               | 15% | 14%              |
| White        | -              | -                | -   | 117            | 22               | 19% | 16%              |
| SpEd         | 18             | 13               | 72% | 26             | 11               | 42% | 40%              |
| ECD          | 185            | 29               | 16% | 214            | 32               | 15% | 14%              |

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:<br>Body Mass Index |                 |     | Cardiovascular:<br>Mile Run/Pacer |                 |     | Body Composition:<br>Body Mass Index |                 |     | Cardiovascular:<br>Mile Run/Pacer |                 |     | Body Composition:<br>Body Mass Index |                 |     | Cardiovascular:<br>Mile Run/Pacer |                 |     |
|       |           | Tested                               | Healthy<br>Zone | %   | Tested                            | Healthy<br>Zone | %   | Tested                               | Healthy<br>Zone | %   | Tested                            | Healthy<br>Zone | %   | Tested                               | Healthy<br>Zone | %   | Tested                            | Healthy<br>Zone | %   |
| F     | Afr Amer  | 21                                   | 14              | 67% | 12                                | 7               | 58% | 26                                   | 18              | 69% | 14                                | 9               | 64% | 20                                   | 10              | 50% | 9                                 | 7               | 78% |
| F     | Hispanic  | 95                                   | 54              | 57% | 50                                | 33              | 66% | 93                                   | 48              | 52% | 44                                | 27              | 61% | 87                                   | 51              | 59% | 47                                | 27              | 57% |
| F     | White     | *                                    | *               | *   | -                                 | -               | -   | *                                    | *               | *   | -                                 | -               | -   | *                                    | *               | *   | *                                 | *               | *   |
| F     | Asian     | -                                    | -               | -   | -                                 | -               | -   | -                                    | -               | -   | -                                 | -               | -   | -                                    | -               | -   | -                                 | -               | -   |
| F     |           | 117                                  | 68              | 58% | 62                                | 40              | 65% | 120                                  | 67              | 56% | 58                                | 36              | 62% | 109                                  | 63              | 58% | 58                                | 36              | 62% |
| M     | Afr Amer  | 23                                   | 14              | 61% | 17                                | 11              | 65% | 22                                   | 12              | 55% | 12                                | 6               | 50% | 26                                   | 13              | 50% | 11                                | 8               | 73% |
| M     | Hispanic  | 87                                   | 40              | 46% | 54                                | 44              | 81% | 83                                   | 38              | 46% | 37                                | 31              | 84% | 87                                   | 47              | 54% | 43                                | 27              | 63% |
| M     | White     | *                                    | *               | *   | *                                 | *               | *   | *                                    | *               | *   | *                                 | *               | *   | *                                    | *               | *   | -                                 | -               | -   |
| M     | Asian     | -                                    | -               | -   | -                                 | -               | -   | -                                    | -               | -   | -                                 | -               | -   | -                                    | -               | -   | -                                 | -               | -   |
| M     |           | 112                                  | 54              | 48% | 72                                | 56              | 78% | 109                                  | 54              | 50% | 51                                | 39              | 76% | 117                                  | 64              | 55% | 54                                | 35              | 65% |
| Total |           | 229                                  | 122             | 53% | 134                               | 96              | 72% | 229                                  | 121             | 53% | 109                               | 75              | 69% | 226                                  | 127             | 56% | 112                               | 71              | 63% |

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**

| <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> |
|------------------------------------|--|----------------------|--------------------|--------------------|----------------|------------------|
| 199-11-6117-00-102-5-24-0-00       | Career Ladder - CP-Andrews                     | 750.00               | 0.00               | 0.00               | 750.00         | 100.00 %         |
| 199-11-6117-90-102-5-24-0-00       | Career Ladder - CP-PreK-Andrews                | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6117-RR-102-5-24-0-00       | Career Ladder - CP-Read Literacy-Andrews       | 0.00                 | 0.00               | 250.00             | -250.00        | 0.00 %           |
| 199-11-6118-NI-102-5-24-0-00       | Extra Duty - CP-Support NI-AU-Andrews          | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6118-R0-102-5-24-0-00       | Extra Duty - CP-Summer Init-Andrews            | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6118-R5-102-5-24-0-00       | Extra Duty - CP-SSIG-Andrews                   | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6118-R8-102-5-24-0-00       | Extra Duty - CP-AYP Elem-Andrews               | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6118-B1-102-5-30-0-00       | Extra Duty - CP-AFL-Andrews                    | 10,033.00            | 0.00               | 0.00               | 10,033.00      | 100.00 %         |
| 199-11-6119-00-102-5-24-0-00       | Professional Salary - CP-Andrews               | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6119-90-102-5-24-0-00       | Professional Salary - CP-PreK-Andrews          | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6119-RR-102-5-24-0-00       | Professional Salary - CP-Read Literacy-Andrews | 84,890.00            | 0.00               | 9,533.10           | 75,356.90      | 88.77 %          |
| 199-11-6121-R8-102-5-24-0-00       | Overtime - CP-AYP Elem-Andrews                 | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6125-R5-102-5-24-0-00       | Part-Time Hourly - CP-SSIG-Andrews             | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6125-R8-102-5-24-0-00       | Part-Time Hourly - CP-AYP Elem-Andrews         | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6125-B1-102-5-30-0-00       | Part-Time Hourly - CP-AFL-Andrews              | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6139-00-102-5-24-0-00       | Employee Allowance - CP-Andrews                | 552.00               | 0.00               | 0.00               | 552.00         | 100.00 %         |
| 199-11-6141-00-102-5-24-0-00       | FICA - CP-Andrews                              | 73.00                | 0.00               | 0.00               | 73.00          | 100.00 %         |
| 199-11-6141-90-102-5-24-0-00       | FICA - CP-PreK-Andrews                         | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6141-NI-102-5-24-0-00       | FICA - CP-Support NI-AU-Andrews                | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6141-R0-102-5-24-0-00       | FICA - CP-Summer Init-Andrews                  | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6141-R5-102-5-24-0-00       | FICA - CP-SSIG-Andrews                         | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6141-R8-102-5-24-0-00       | FICA - CP-AYP Elem-Andrews                     | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6141-RR-102-5-24-0-00       | FICA - CP-Read Literacy-Andrews                | 8,313.00             | 0.00               | 547.98             | 7,765.02       | 93.40 %          |
| 199-11-6141-B1-102-5-30-0-00       | FICA - CP-AFL-Andrews                          | 768.00               | 0.00               | 0.00               | 768.00         | 100.00 %         |
| 199-11-6142-00-102-5-24-0-00       | Health/Life Ins - CP-Andrews                   | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6142-90-102-5-24-0-00       | Health/Life Ins - CP-PreK-Andrews              | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6142-R0-102-5-24-0-00       | Health/Life Ins - CP-Summer Init-Andrews       | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6142-R5-102-5-24-0-00       | Health/Life Ins - CP-SSIG-Andrews              | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6142-RR-102-5-24-0-00       | Health/Life Ins - CP-Read Literacy-Andrews     | 8,223.00             | 0.00               | 644.21             | 7,578.79       | 92.16 %          |
| 199-11-6143-00-102-5-24-0-00       | Wk's Comp - CP-Andrews                         | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6143-90-102-5-24-0-00       | Wk's Comp - CP-PreK-Andrews                    | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |
| 199-11-6143-NI-102-5-24-0-00       | Wk's Comp - CP-Support NI-AU-Andrews           | 0.00                 | 0.00               | 0.00               | 0.00           | 0.00 %           |

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**Report:** CAMPUS\_EXP  
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**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

| Fnd-Fnc-Obj-Sub-Org-Yr-Prog                | Description                                       | Appropriation     | Encumbrance | Expenditure      | Balance           | Pct. Rem. |
|--|---|-------------------|-------------|------------------|-------------------|-----------|
| 199-11-6143-R5-102-5-24-0-00               | Wk's Comp - CP-SSIG-Andrews                       | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6143-R8-102-5-24-0-00               | Wk's Comp - CP-AYP Elem-Andrews                   | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6143-RR-102-5-24-0-00               | Wk's Comp - CP-Read Literacy-Andrews              | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6143-B1-102-5-30-0-00               | Wk's Comp - CP-AFL-Andrews                        | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6146-00-102-5-24-0-00               | Teacher Retirement - CP-Andrews                   | 52.00             | 0.00        | 0.00             | 52.00             | 100.00 %  |
| 199-11-6146-90-102-5-24-0-00               | Teacher Retirement - CP-PreK-Andrews              | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6146-NI-102-5-24-0-00               | Teacher Retirement - CP-Support NI-AU-Andrews     | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6146-R0-102-5-24-0-00               | Teacher Retirement - CP-Summer Init-Andrews       | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6146-R5-102-5-24-0-00               | Teacher Retirement - CP-SSIG-Andrews              | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6146-R8-102-5-24-0-00               | Teacher Retirement - CP-AYP Elem-Andrews          | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6146-RR-102-5-24-0-00               | Teacher Retirement - CP-Read Literacy-Andrews     | 2,444.00          | 0.00        | 130.52           | 2,313.48          | 94.65 %   |
| 199-11-6146-B1-102-5-30-0-00               | Teacher Retirement - CP-AFL-Andrews               | 20.00             | 0.00        | 0.00             | 20.00             | 100.00 %  |
| <b>Total 6100 Payroll Costs</b>            |   | <u>116,118.00</u> | <u>0.00</u> | <u>11,105.81</u> | <u>105,012.19</u> |           |
| 199-11-6329-R0-102-5-24-0-00               | Reading Materials - CP-Summer Init-Andrews        | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6399-CP-102-5-24-0-00               | General Supplies - CP-Campus Cost-Andrews         | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6399-R0-102-5-24-0-00               | General Supplies - CP-Summer Init-Andrews         | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6399-R5-102-5-24-0-00               | General Supplies - CP-SSIG-Andrews                | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| <b>Total 6300 Supplies &amp; Materials</b> |   | <u>0.00</u>       | <u>0.00</u> | <u>0.00</u>      | <u>0.00</u>       |           |
| 199-11-6412-R0-102-5-24-0-00               | Student Meals/Room/Other - CP-Summer Init-Andrews | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6494-R0-102-5-24-0-00               | Field Trips - CP-Summer Init-Andrews              | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-11-6497-R0-102-5-24-0-00               | Food/Refreshment - CP-Summer Init-Andrews         | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| <b>Total 6400 Other Operating Costs</b>    |   | <u>0.00</u>       | <u>0.00</u> | <u>0.00</u>      | <u>0.00</u>       |           |
| <b>11 Total</b>                            |   | <u>116,118.00</u> | <u>0.00</u> | <u>11,105.81</u> | <u>105,012.19</u> |           |
| 199-13-6118-R5-102-5-24-0-00               | Extra Duty - CP-SSIG-Andrews                      | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-13-6119-RR-102-5-24-0-00               | Professional Salary - CP-Read Recov-Andrews       | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-13-6141-R5-102-5-24-0-00               | FICA - CP-SSIG-Andrews                            | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-13-6141-RR-102-5-24-0-00               | FICA - CP-Read Recov-Andrews                      | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |
| 199-13-6142-R5-102-5-24-0-00               | Health/Life Ins - CP-SSIG-Andrews                 | 0.00              | 0.00        | 0.00             | 0.00              | 0.00 %    |

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

As of 09/01/2014

**Fund 199 General Fund**

| Fnd-Fnc-Obj-Sub-Org-Yr-Prog                | Description                                       | Appropriation | Encumbrance | Expenditure | Balance   | Pct. Rem. |
|--|---|---------------|-------------|-------------|-----------|-----------|
| 199-13-6142-RR-102-5-24-0-00               | Health/Life Ins - CP-Read Recov-Andrews           | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-13-6143-RR-102-5-24-0-00               | Wk's Comp - CP-Read Recov-Andrews                 | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-13-6146-R5-102-5-24-0-00               | Teacher Retirement - CP-SSIG-Andrews              | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-13-6146-RR-102-5-24-0-00               | Teacher Retirement - CP-Read Recov-Andrews        | 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>13 Total</b>                            |   | 0.00          | 0.00        | 0.00        | 0.00      |           |
| 199-23-6118-R0-102-5-24-0-00               | Extra Duty - CP-Summer Init-Andrews               | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-23-6141-R0-102-5-24-0-00               | FICA - CP-Summer Init-Andrews                     | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-23-6142-R0-102-5-24-0-00               | Health/Life Ins - CP-Summer Init-Andrews          | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-23-6146-R0-102-5-24-0-00               | Teacher Retirement - CP-Summer Init-Andrews       | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| <b>Total 6100 Payroll Costs</b>            |   | 0.00          | 0.00        | 0.00        | 0.00      |           |
| 199-23-6396-R6-102-5-24-0-00               | Computer Rel.Eq<\$5000 Per Unit - CP-1D           | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| <b>Total 6300 Supplies &amp; Materials</b> |   | 0.00          | 0.00        | 0.00        | 0.00      |           |
| <b>23 Total</b>                            |   | 0.00          | 0.00        | 0.00        | 0.00      |           |
| 199-31-6118-00-102-5-24-0-00               | Extra Duty - CP-Andrews                           | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-31-6119-00-102-5-24-0-00               | Professional Salary - CP-Andrews                  | 48,599.00     | 0.00        | 5,115.22    | 43,483.78 | 89.47 %   |
| 199-31-6119-CP-102-5-24-0-00               | Professional Salary - CP-Campus Cost-Andrews      | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-31-6129-CP-102-5-24-0-00               | Support Personnel Salary - CP-Campus Cost-Andrews | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-31-6141-00-102-5-24-0-00               | FICA - CP-Andrews                                 | 3,737.00      | 0.00        | 288.06      | 3,448.94  | 92.29 %   |
| 199-31-6141-CP-102-5-24-0-00               | FICA - CP-Campus Cost-Andrews                     | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-31-6142-00-102-5-24-0-00               | Health/Life Ins - CP-Andrews                      | 5,355.00      | 0.00        | 416.75      | 4,938.25  | 92.21 %   |
| 199-31-6142-CP-102-5-24-0-00               | Health/Life Ins - CP-Campus Cost-Andrews          | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-31-6143-00-102-5-24-0-00               | Wk's Comp - CP-Andrews                            | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-31-6143-CP-102-5-24-0-00               | Wk's Comp - CP-Campus Cost-Andrews                | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |
| 199-31-6146-00-102-5-24-0-00               | Teacher Retirement - CP-Andrews                   | 1,356.00      | 0.00        | 74.55       | 1,281.45  | 94.50 %   |
| 199-31-6146-CP-102-5-24-0-00               | Teacher Retirement - CP-Campus Cost-Andrews       | 0.00          | 0.00        | 0.00        | 0.00      | 0.00 %    |

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

As of 09/01/2014

**Fund 199 General Fund**

| Fnd-Fnc-Obj-Sub-Org-Yr-Prog                | Description                                      | Appropriation | Encumbrance | Expenditure | Balance    | Pct. Rem. |
|--|--|---------------|-------------|-------------|------------|-----------|
| <b>Total 6100 Payroll Costs</b>            |  | 59,047.00     | 0.00        | 5,894.58    | 53,152.42  |           |
| 199-31-6329-CP-102-5-24-0-00               | Reading Materials - CP-Campus Cost-Andrews       | 0.00          | 0.00        | 0.00        | 0.00       | 0.00 %    |
| 199-31-6399-CP-102-5-24-0-00               | General Supplies - CP-Campus Cost-Andrews        | 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       |           |
| 199-31-6411-CP-102-5-24-0-00               | Employee Travel - CP-Campus Cost-Andrews         | 400.00        | 0.00        | 0.00        | 400.00     | 100.00 %  |
| 199-31-6499-CP-102-5-24-0-00               | Misc Operating Expenses - CP-Campus Cost-Andrews | 0.00          | 0.00        | 0.00        | 0.00       | 0.00 %    |
| <b>Total 6400 Other Operating Costs</b>    |  | 400.00        | 0.00        | 0.00        | 400.00     |           |
| <b>31 Total</b>                            |  | 59,447.00     | 0.00        | 5,894.58    | 53,552.42  |           |
| 199-61-6121-B1-102-5-30-0-00               | Overtime - CP-AFL-Andrews                        | 0.00          | 0.00        | 0.00        | 0.00       | 0.00 %    |
| 199-61-6129-B1-102-5-30-0-00               | Support Personnel Salary - CP-AFL-Andrews        | 16,000.00     | 0.00        | 1,538.94    | 14,461.06  | 90.38 %   |
| 199-61-6139-B1-102-5-30-0-00               | Employee Allowance - CP-AFL-Andrews              | 732.00        | 0.00        | 61.00       | 671.00     | 91.66 %   |
| 199-61-6141-B1-102-5-30-0-00               | FICA - CP-AFL-Andrews                            | 1,224.00      | 0.00        | 96.57       | 1,127.43   | 92.11 %   |
| 199-61-6142-B1-102-5-30-0-00               | Health/Life Ins - CP-AFL-Andrews                 | 2,734.00      | 0.00        | 208.38      | 2,525.62   | 92.37 %   |
| 199-61-6143-B1-102-5-30-0-00               | Wk's Comp - CP-AFL-Andrews                       | 0.00          | 0.00        | 0.00        | 0.00       | 0.00 %    |
| 199-61-6146-B1-102-5-30-0-00               | Teacher Retirement - CP-AFL-Andrews              | 81.00         | 0.00        | 6.70        | 74.30      | 91.72 %   |
| <b>Total 6100 Payroll Costs</b>            |  | 20,771.00     | 0.00        | 1,911.59    | 18,859.41  |           |
| <b>61 Total</b>                            |  | 20,771.00     | 0.00        | 1,911.59    | 18,859.41  |           |
| <b>Total Fund 199 General Fund</b>         |  | 196,336.00    | 0.00        | 18,911.98   | 177,424.02 |           |

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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) |             | 196,336.00           | 0.00        | 18,911.98          | 177,424.02 |           |

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**Report:** CAMPUS\_EXP  
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