

# **Florence Ralston Brooke Elementary**

**2014-2015**

## **Campus Improvement Plan**

**Austin Independent School District**



## CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	<input checked="" type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input 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	36
• By campus administration and/or leadership team	48

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

Position	Name	Date
Principal	Griselda Galindo-Vargas	10/01/2014
Co-Chair	Ruth Tovar	10/01/2014
Co-Chair	Rachel Nolen	10/01/2014



## **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>Griselda Galindo-Vargas</b>

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 <sup>nd</sup> Tues):	1 <sup>st</sup> Thursday
Time:	4:30 pm – 5:30 pm

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Ruth Tovar	✓		✓			
Parent	Janet Silva						
Parent	Magda Perez						
Parent	Maria Lopez						
Parent	Lorenzo Garcia						
Parent	Pending (Reaching out to our African American parents)						
Professional Staff Member	Rachel Nolen – (SPED)	✓				✓	
Professional Staff Member	Crystal Batty - PK				✓		
Professional Staff Member	Amie Ortiz – K				✓		
Professional Staff Member	Sara Lira – 1 <sup>st</sup>				✓		
Professional Staff Member	Betsy Manning – 2 <sup>nd</sup>				✓		
Professional Staff Member	Jennifer Thorn – 3 <sup>rd</sup>				✓		
Professional Staff Member	Jennifer Licup – 4 <sup>th</sup>				✓		
Professional Staff Member	Ann Garrigan – 5 <sup>th</sup>				✓		
Classified Staff Member	Maria P. Rodriguez		✓				
Business Representative	Linda Rodriguez						
Community Representative	Daisy Aviles						

## 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)

- **Benchmark Assessments, eCST referrals, Data collected through use of iStation, Think Through Math, data gathered from Computational Fluency and from Achieve 3000**

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

- **Reading in primary and intermediate grades**
- **Math in intermediated grades**
- **Writing in all grade levels**

## TITLE 1 COMPONENTS

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

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

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #CI-1 ☐ State: Below safeguard target

**Performance Objective: Reading – to improve the number of students at or above grade level in primary grades as assessed by TPRI/Tejas LEE & DRA/EDL and other benchmark assessments & DIBELS for ACE students.**

Applicable Strategic Plan Goal(s):

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
Continuation of a Professional Learning Committee on Literacy. The committee is divided into Primary Literacy and Literacy in the Intermediate grades. For alignment purposes the committee meets as a whole with both the Primary and Intermediate to review common alignment instructional approaches and vocabulary. The Committee meets once a month to collect, discuss, and analyze data to help the campus make informed decisions on instruction and learning based on the campus needs assessment and continued progress monitoring and benchmark assessments.	1, 2, 3, 4, 5, 7, 8, 10	PK-2 <sup>nd</sup> grade general education teachers for Primary, 3 <sup>rd</sup> – 5 <sup>th</sup> grade teachers for intermediate grades. Special Areas teachers, Special Education Teachers, Administration, Instructional Coach and Reading Intervention Teachers, Students	PD on Genre Studies to provide effective instructional strategies, ongoing PD discussed & planned through consensus of vertical team.	<p>Teachers will post similar and like anchor charts as visual representations in the classroom of aligned strategies.</p> <p>Teachers will be able to communicate in a common language as they analyze and decipher data in making informed decisions.</p> <p>Students will use targeted vocabulary to explain reading strategies and classify reading into the varied genres.</p> <p>Students will be able to</p>	<p>Ongoing August 2014 – June 2015</p> <p>Ongoing August 2014 – June 2015</p> <p>Ongoing August 2014 – June 2015</p>	

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<b>4</b> Ongoing PD		<b>11</b> <b>Elementary Schools only:</b> EC/PK/EL transition programs

The committee is facilitated by the instructional coach and reading intervention teachers.				<p>give key elements of the different genres.</p> <p>Administrators will provide written feedback to teachers on instruction and anchor charts from walk throughs.</p>	<p>Ongoing August 2014 – June 2015</p> <p>Ongoing August 2014 – June 2015</p>	
Align Components of ELA lesson with emphasis on Shared Reading	1,3, 4, 5, 7, 8	PK-2 General Education Teachers, Primary Reading Teacher, Reading Intervention Teacher, Administration, Students	Use of large grade level text or use of technology to project text and/or copy for each student (poems, songs, chants, big books)	Specified time in schedule and written walk through providing evidence of implementation or small group.	Ongoing August 2014 – June 2015	
Use of DRA/EDL & TPRI/Tejas LEE assessment results to guide use of interventions from TPRI/Tejas LEE reading interventions to improve specific skill areas through small guided reading groups.		PK-2 General Education Teachers, Primary Reading Teacher, Reading Intervention Teacher, ACE Tutors Administration,	TPRI/Tejas LEE Intervention Guide, PD on interventions, Support to create activities for interventions.	Students will make continued improvement that shows they are increasing reading levels. EOY reading level at 85% or above K-2 <sup>nd</sup> grades.	<p>Assessment at BOY/MOY/EOY.</p> <p>Interventions Ongoing August 2014 to June 2015</p>	



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		Students				
Systematic & explicit Instruction in Phonological Awareness, Phonics and Word Study.		PK-2 General Education Teachers, Primary Reading Teacher, Reading Intervention Teacher, Administration, Students	Implementation of Haggerty program in PreK & Kinder. LETRS training for 1 <sup>st</sup> – 2 <sup>nd</sup> grade, PD to be held for key teachers on Nov 11. 2 <sup>nd</sup> grade will be using a systematic phonics program.	TPRI/Tejas LEE benchmarks indicate growth over time.  Teacher formative and summative assessments show growth.  Teachers use visual anchor charts to teach.  Decodable passages are read with 95% accuracy by students.		
ACE partnership from the DANA Center at UT that provide focused 1:1		3 Monolingual English tutors, 1 bilingual Spanish tutor, Administration, Primary Reading Intervention Teacher, Primary General Education Teachers	Funding from City, A room designated for ACE tutors, copy allotment for materials – basic paper and school supplies.	Students will make continued improvement that shows they are increasing reading levels. EOY reading level at 95% or above for K-2 <sup>nd</sup> grade students serviced through the program.	Ongoing September 2014 – May 2015	

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Table #CI-2 <input type="checkbox"/> State: Below safeguard target						
<b>Performance Objective: To improve the number of students at or above grade level in intermediate grades as assessed by STAAR Reading and other benchmark assessments.</b>						
Applicable Strategic Plan Goal(s):						
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
Continuation of a Professional Learning Committee on Literacy. The committee is divided into Primary Literacy and Literacy in the Intermediate grades. For alignment purposes the committee meets as a whole with both the Primary and Intermediate to review common alignment instructional approaches and vocabulary. The Committee meets once a month to collect, discuss, and analyze data to help the campus make informed decisions on instruction and learning based on the campus needs assessment and continued progress monitoring and benchmark assessments. The committee is facilitated by the	1, 2, 3, 4, 5, 7, 8, 10,	PK-2 <sup>nd</sup> grade general education teachers for Primary, 3 <sup>rd</sup> – 5 <sup>th</sup> grade teachers for intermediate grades. Special Areas teachers, Special Education Teachers, Administration, Instructional Coach and Reading Intervention Teachers, Students	PD on Genre Studies to provide effective instructional strategies, ongoing PD discussed & planned through consensus of vertical team.	Teachers will post similar and like anchor charts as visual representations in the classroom of aligned strategies.  Teachers will be able to communicate in a common language as they analyze and decipher data in making informed decisions.  Students will use targeted vocabulary to explain reading strategies and classify reading into the varied genres.	Ongoing August 2014 – June 2015  Ongoing August 2014 – June 2015  Ongoing August 2014 – June 2015	

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<b>4</b> Ongoing PD		<b>11</b> <b>Elementary Schools only:</b> EC/PK/EL transition programs

instructional coach and reading intervention teachers.				Students will be able to give key elements of the different genres.  Administrators will provide written feedback to teachers on instruction and anchor charts from walk throughs.	Ongoing August 2014 – June 2015  Ongoing August 2014 – June 2015	
Build in Gradual Release of Responsibility by aligning Components of ELA lesson with emphasis on effective guided reading groups with focus on intention of the lesson.		3 <sup>rd</sup> – 5 <sup>th</sup> General Education Teachers, Reading Intervention Teacher, Instructional Coach, Administration & Students	Provide and create with students visual reading strategy anchors. Use explicit teaching of academic vocabulary. Teach student how to actively read. Use accountable talk to model think alouds.	Specified time in schedule and written walk through providing evidence of implementation of small guided reading groups.  Students use stems and think aloud models in their discussions.	Ongoing August 2014 – June 2015  Ongoing August 2014 – June 2015	
Use Achieve 3000/istation in the classroom for struggling learners		Teachers, administration will review report with Literacy vertical team and provide	Achieve 3000 web program and PDs, istation access on web.	Progress monitoring report demonstrate continued improvement.	Ongoing October 2014 – June 2015	PD scheduled for new teachers in grades 3-5

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		technical support as will librarian.				
Align content instruction in intermediate grades in the understanding of Genres		3 <sup>rd</sup> – 5 <sup>th</sup> General Education Teacher, Reading Intervention Reacher, Instructional Coach, Administration	Genre Study continuous PD provided by instructional coach, district PD, and reviewed by administration	Students will be able to state key elements of varied genres. Students will be able to classify books on the genre and make correct responses to implicit and explicit comprehension questions. Increase in STARR reading results.		

Table #CI-3 ☐ State: Below safeguard target

**Performance Objective: Increase the number of students who WRITE at proficient and commended levels in English & Spanish on STAAR.**

Applicable Strategic Plan Goal(s):

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
Continuation of Professional Learning Committee on Writing to collect, disuss, analyze data and help the campus make informed decisions on instruction and learning based on campus needs assessment		PK – 5 <sup>th</sup> General Education Teachers, Special Areas Representative, Administration	Austin Literacy Academy Trainging for Teachers & Writing Coach. Lucy Calkins PD needed to set foundation for	Veteran and new teachers will be able to communicate using a common language as they analyze and decipher data in making informed	Ongoing July 2014 – June 2015	4 <sup>th</sup> grade teachers, 1 veteran 3 <sup>rd</sup> grade teacher and writing coach

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data and align instruction vertically.			writing for new teachers. Use of Genre Study PD to integrate writing with reading – Area 1 Writing Cadre	decisions.		attended and continue to attend PD in ALA & Area 1 writing cadre.
Vertical alignment of writing conventions across the grade levels using checklists		PK-5 <sup>th</sup> General Education Teachers, Special Education Teachers, Instructional Coach, Administration	Guidance from ALA and Lucy Calkins as well as Area 1 Building Grammar workbooks.  Use of district checklists to assure mastery of writing conventions.	Sample writing portfolios with 3 defined samples through ALA expectations. Use of mentor texts to showcase writing exemplars. Teachers will facilitate and encourage student writing developed as per rubric provided. K-1, 2-3, 4-5	Ongoing August 2014 to June 2015	
Vertical Alignment of writing high frequency words correctly.		PK-5 <sup>th</sup> General Education Teachers, Special Education Teachers, Instructional Coach, Administration	PLC will come to consensus of program to use for development of correct spelling and mechanics during writing to make processes	Teachers will be able to hold students accountable for developmentally appropriate spelling during authentic writing.	Ongoing October 2014 to May 2015	PD for scientific spelling has been scheduled for key staff on November

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			effortlessly with emphasis on Scientific Spelling Non-negotiable List Teacher created list Dolch word list Words their Way (PK – 2 <sup>nd</sup> , Haggerty Program)			11 <sup>th</sup> (4 hrs)
Implement plan for modeling an author's purpose; give meaning to student writing by showcasing published pieces.		PK-5 <sup>th</sup> General Education Teachers, Special Education Teachers, Instructional Coach, Administration	Plan showcasing events, student published product.	Students will acknowledge the purposes of writing. Students will have opportunity to showcase published complete products.	October 2014 to May 2015	

Table #CI-3 <input type="checkbox"/> State: Below safeguard target						
<b>Performance Objective: Increase the number of students who WRITE at proficient and commended levels in English &amp; Spanish on STAAR.</b>						
Applicable Strategic Plan Goal(s):						
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
Form a Professional Learning Committee on Math to collect, discuss, analyze data and help the campus make informed		PK-5 <sup>th</sup> General Education Teachers, Special Areas	PD support for implementation of the multistep problem solving	Students will be able to understand use of UPS and use it daily when appropriate.	Ongoing October 2014 to June 2015	

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decisions on instruction and learning based on campus needs assessment data and align instruction vertically.		representative, Special Education Representative, Administration, Part-time hourly tutor.	model and providing modeling to students to utilize conceptual "UPS" strategies. Math tutor to provide some assistance	Math journal will reflect use of UPS model.		
Implement a model for the math block to facilitate teacher instruction.		Grade Level teachers, administrations, Math Instructional District Support.	PD support for the implementation of the 90 minute math block lesson plan.  Alignment of CRMs with DL.	Teacher Lesson Plans  Student engagement	Ongoing October 2014 to June 2015	
Implement a computational fluency model that will ensure all students have the skills necessary to solve basic computation problems quickly and efficiently		3 <sup>rd</sup> – 5 <sup>th</sup> grade teachers begin September 2014 2 <sup>nd</sup> grade teachers begin September 2014 1 <sup>st</sup> grade teachers begin September 2014 Graders, Computational fluency leads, teachers, Administration	Organizer – AP  Implementation of program support to grade daily mathematical computation timed practice,  Incentive program development needs to be planned	Students increase mathematical computation advancing in levels.  90% or higher number of students will know their math facts at grade level or higher in addition, subtraction, multiplication, and division and number sense.	Ongoing October 2014 to June 2015	Graders Assigned  Incentive Program Plan Completed  Interventions started.  Inputting completed.

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		Interventionists	Copies  Intervention groups and schedule  Box of Origo Math Facts (intervention lessons)			
Implement a research based Math intervention program which provides targeted individual instruction in 3-5 <sup>th</sup> grades		Teacher tutors, Administration, Instructional Coach Think Through Math-Tech support	Think Through Math- Provided for free by TEA  PD by the district	The program is very motivating for this school-age . The students will have a higher sense of accountability, and will be motivated to get through the different levels, and as a consequence will demonstrate a higher level of achievement on informal and formal testing.	October 2014 - June 2015	The classes have been loaded.  Most of the students have had the pre-screener and some classes have already tried it.  Next Steps: Ensure there is a schedule in place that provides frequent access to the program.



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Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b> <b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b> <b>2. Student participation in physical activities</b> <b>3. Improvement of Fitnessgram results for all students</b> <b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b>						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase awareness of physical activity and wellness for students.		Coach Karen Michael, Grade level teachers, Administration, All support staff	Awareness campaign led by coach and teachers. Staff included in awareness campaign to model healthy choices.	Increase of Participation for Marathon Mile for Kids, Increase participation during CATCH event, awareness of health and nutrition evident by student health habits (lunch choices) Health lessons taught consistently by grade level teachers.	Ongoing August 2014 – June 2015	
Wellness Wednesdays implementation		Coach Karen Michael, Grade level teachers, Administration, All support staff	Physical Activity for students in morning assembly Teacher & student workout days	All students and teachers participate in Wellness Wednesday dances Teachers wear workout clothing to interact with students	Ongoing August 2014 – June 2015	

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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						
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
				throughout the day.		
All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.		CATCH Team Leaders	Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	Each nine weeks time frame for lessons. Grade in report cards.	
The campus will show evidence of an environmental change using Coordinated School Health materials.		CATCH Committee	CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	All fundraising events sell healthy foods or nonedible items. Students bring healthy snacks.	
Elementary campuses will have two family fitness fun events annually.		CATCH Committee		Flyers, email, newsletters, marketing the event to include health,	Events in Annual Calendar	Fun Run Fest September 27th

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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						
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
				physical activity, nutrition, and parent/community involvement.		
65% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.		Karen Michael, PE Teacher Catch Team Leaders	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Book according to grade level and teacher.	Ongoing August 2014 – June 2015	
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.		Karen Michael, PE Teacher	This will occur once in the Fall and once in the Spring.	All students' data will be entered in Fitnessgram according to teacher and campus.	Ongoing August 2014 – June 2015	
Identify students in the 85 <sup>th</sup> to 99 <sup>th</sup> plus percentile to receive health and wellness		Karen Michael, PE Teacher Becki Larrinaga,	The PE teacher will assess students BMI using	Using Fitnessgram, the campus will be able to identify the	Ongoing August 2014 – June 2015	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b> <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>
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Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
information and case management for obesity.		Counselor, Maria P. Rodriguez, PSS	Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	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.		

## 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>		
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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 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to ensure that Brooke implements No Place for Hate		Counselor, student team, SEL steering committee, Administration	None	Successful completion of proposal and implementation of activities. School will receive a banner with a No Place for Hate designation	August 2014- June 2015	No Place for Hate activities are on master calendar. Steering committee is formed and has met. Student committee has been formed and have met.
Implement of SEL 2 <sup>nd</sup> step lessons in every classroom every week. This program teaches students how to recognize their emotions and to deal with them in a healthy way that does not hurt them or others, but does solve the problem.		Classroom teachers, counselor, administration	Counselor supports and models SEL lessons as needed for individual or groups of teachers	Discipline referrals will decrease. Students will be able to solve problems on their own without teacher or adult intervention.		Counselor has provided the scope and sequence to all teachers and has

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

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
						voiced the expectation of the weekly lessons. Counselor teaches 2 <sup>nd</sup> step lessons to students who are not being successful with the lessons in the classroom.
Increase parent awareness of SEL 2 <sup>nd</sup> step lessons.		Administration, SEL district support, Parent support specialist, counselor	Ms. Rodriguez, PSS will set up training. Ms. Vargas will do a Principal Coffee District support person	Higher number of parents who will expect their children to use 2 <sup>nd</sup> step techniques to calm down and solve problems.	October 2014- June 2015	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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<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
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<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 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide parent communication and outreach to promote engagement and participation in the educational life of their children and the daily life of the school.		Parent Support Specialist Administration Counselor	Funds for refreshments and childcare	<p>Family evening events, seminars and academic events conducted at least once monthly.</p> <p>Provide parent education programs in academic standards, standardized testing, parenting, and leadership training.</p> <p>SEL training provided once annually.</p> <p>Dual Language training provided once annually</p> <p>Parent/Principal coffees scheduled once monthly.</p>	Ongoing September 2014 to June 2015	Review of master calendar with PSS and assure all is scheduled timely for notice to parents.

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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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 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
				Health and Career Fairs scheduled.  Monthly campus and parent room newsletters published and posted on website.  Community Walk Scheduled  Campus Climate Surveys		
Increase parent understanding of College and Career Readiness.		Counselor Parent Support Specialist		Parent training session on prerequisite academic skills and knowledge to prepare for higher education and career opportunities.		
Develop and promote		Parent Support		CAC members		



## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-3

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

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
opportunities for parents to participate in campus leadership roles.		Specialist Administrators PTA		recruited  PTA membership drive  PTA officer elections  Austin Voices meeting		

Table #DR-4

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

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

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Developing and Implementation of Effective Professional Learning Committees		Administration, All teachers and staff, everyone is included in our PLCs including Teaching Assistants and any staff interested in knowing the direction	Principal, AP, Lead Team	During 2014 -2015 school year continued frameworks for PLCs. Norms are established Mission and Vision Statement formulated	Ongoing process  PLCs build consensus as they meet once monthly	Intermediate and Primary Reading PLCs meet 2 <sup>nd</sup> Thursday of the month

## 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>		
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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 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
		the school is heading.		to be revisited throughout the year.		Vertical Alignment PLCs (Math, Writing & Science meet 3 <sup>rd</sup> Thursday of the month  Campus Initiatives (CADRES) meet 4 <sup>th</sup> Thursday of the month – Technology & CATCH/SEL/ & Dual Language
Improve Primary Reading Intervention		Resource Teacher Reading Intervention Teacher,	Dyslexia and primary intervention	Early primary reading intervention students improve	June 2015	Resource teacher sent to CALT

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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4 Ongoing PD		11 <b>Elementary Schools only:</b> EC/PK/EL transition programs

Table #DR-4

Performance Objective: Adequate and appropriate campus-level professional development will be provided.						
<b>Note: This action plan component must be approved by the CAC.</b>						
Applicable Strategic Plan Goal(s): 1,2,3						
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
		Instructional Coach, Primary Reading Intervention Teacher	training			training. Reading Intervention Teacher in 2 <sup>nd</sup> year of Dyslexia teacher training.

### 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: 14.1%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Brooke has several units including Life Skills, SCORES, PPCD and Resource. Historically the		CST, Administrators, classroom teachers.	Special Education Department.  PD on eCST	The number of students referred by Brooke will be lower than 8.5%. Students	Ongoing until June 2015	PD on eCST system by district

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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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-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: 14.1%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
school has not been able to decrease identification rate below 14.1% in the previous 3 years.			system.  PD on effective interventions and SMART Goals.  Align Vertical Team and District numbers/review students enrolled at Brooke and transition back to home schools or vertical team programs.	in programs that are not from Brooke or the vertical team will be transitioned into other programs.		support.  Need ongoing training for new teachers.

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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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: 61.0%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Brooke has several units including Life Skills, SCORES, PPCD and Resource. Historically the school has not been able to increase LRE to 70% or more of the day. Previous 3 years 63.4%,65.6%, 69.4% respectively 2012, 2013, 2014		Special Education Teachers, General Education Teachers, Administration.	Alignment of programs in the vertical team. Transition of students into other home campuses.	Increase in LRE percentage, reduce mobility of identified students, cross train SPED teachers to service students not in their case management numbers. SPED team meetings	Ongoing August to June 2015	Students are being serviced to transition to independent levels.

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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### 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: 7%		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
Establish a DL vertical team to collect, discuss, analyze data and help the campus make informed decision on instruction and learning based on data.		Dual Language vertical team, LPAC chair, Administrator,	PD- Vertical Team PD Sharing, discussing, and analyzing data to make decisions on our instruction and PD needed  Focus Book Study on Bilingual Diary (Spring 2015) & Dual Language Education for a Transformed World (Fall 2014)  Vertical alignment of TELPAS scoring	Teachers will use a common point of reference from book studies and analyzing school data for discussions.  Campaign for will be a school-wide awareness of the needs of the ELL students. Every Bilingual teacher will use the district recommended strategies to move students to the next level. At least 70% of our students will advance 1 grade level	September 2014 to June 2015	Continued Cadre in DL. New Third grade teacher has received district training for dual language.  Continued district support needed to teachers PK-3 <sup>rd</sup> .

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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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-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: 7%

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
			A cohort of four teachers from K - 3 <sup>rd</sup> , (1 <sup>st</sup> will be ask for support from colleagues or DL dept.) will attend a Bi-literacy / Bicultural Training	Teachers participate in Alignment of TELPAS scoring (on campus) training beyond the refresher course provided by TEA  School-wide evidence of LOD		
Implement 3 progress monitoring points. Students who demonstrate a need for intervention will be offered after school sessions with Comprendo, and Reading A-Z the new programs purchased and provided by the Bilingual Department for all schools.		Administration, teachers	Proficiency level descriptors PD  Monthly monitoring checklist  Comprendo PD  What's new with A-Z	Students will demonstrate evidence of language proficiency growth a cumulative of the language domains from one checkpoint to another.	September to June 2015	Comprendo has been installed in all computers  Teacher will receive ELPS Matrix and Progress

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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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: 7%		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
						Monitoring Checklist
Increase student talk with focus on student pairs		Classroom teachers, Administration, vertical team	Increasing Student Talk  Bilingual Pairs-when to use and how to model, set clear expectations for the students and provide those who are still struggling with visual support like sentence stems	Students will be provided with opportunities throughout the day to engage in student pair discussions. Through these discussions, the language development of the students will demonstrate to be at higher levels and ultimately the students will be able to show a growth of one grade level or more.		Teachers PK-2 <sup>nd</sup> have received the Gomez-Gomez training. In order to be prepared for next grade our 4 <sup>th</sup> grade teacher will start training sessions this Summer. More specific



## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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4 Ongoing PD		11 <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: 7%		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
						training from the Dual Language Department for our campus.
Set the expectation to integrate sentence stems in every content area		Teachers, administration, vertical team	Using sentence stems in every content area to improve language proficiency	Students will demonstrate a higher ability to use language in a variety of settings- informal and formal. Ultimately the students will be able to show a growth of one grade level or more on TELPAS.	September-June 2015	Have agreed on using sentence stems at beginning of year. Teachers have agreed to set the expectation to use complete

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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4 Ongoing PD		11 <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: 7%

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
						sentences.  Next Steps: Sentence Stems PD
	Establish systems to ensure that LOD takes place throughout the school.	Administration, teachers, all staff	Posters, calendar, clear expectations  Newsletters, Emails, Memos, Agendas, etc...	Staff throughout the campus will be expected to model the LOD for the students to the extent that it is possible for them (the staff). District DL walkthroughs will demonstrate that we exceed at implantation of LOD throughout the school.	October 2014 to June 2015	District support to visit during Dual Language Cadre to provide PD and participate in discussions.

**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:	Provide tutoring to students identified as at risk of not meeting academic performance goals. The after school focus is on math in the Fall using benchmark assessments. Middle of the Year assessments will help form reading groups for after school tutoring in the Spring. Reading Tier II interventions are currently a focus during school hours.
General Supplies for at-risk students:	General supplies for students with identified financial need or at risk academically to include school supplies, opportunities for exposure to field experiences that help build background knowledge for students, enrichment activities and to bring services and open accessibility to students.
Transition Services (from middle school to high school or from elementary school to middle school):	Students and parents are provided transition fairs regarding the move from elementary to middle school. Services are designed to support students and families with financial need or academically at risk.
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:	Part-time hourly pay will be processed for teachers who come to assist with Saturday detention. Saturday detention provides additional social, emotional, behavioral and academic interventions to identified at risk students.
Reading specialists (to include literacy coaches):	Provide a full-time literacy coach to support student achievement in reading and literacy for identified at risk students.
Math specialist (FTE for math interventions):	Provide Math tutors and may include a part-time math specialist. Services are provided to students at risk of not meeting performance goals on academic assessment tools.
Elementary Counselors:	Brooke continues to have a full time counselor. Counselor supports all students enrolled. Prioritizes collaboration with administration to provide additional social, emotional, academic and behavior supports to student identified as at risk of not

<b>Programs/Services</b>	<b>Describe how the campus is meeting needs of at-risk students with SCE resources:</b>
	meeting academic achievement goals on STAAR.
Dropout prevention services:	Attendance is our dropout prevention program at the elementary level. Support attendance campaigns and serves students at risk of not meeting academic performance goals based on poor attendance.
DELTA (or other credit recovery programs):	N/A
Parent Support Specialist (or other parent involvement expenses):	Provide additional social, emotional, behavioral and academic supports affecting academic achievement for identified at risk students and their families.
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):

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

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

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

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

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

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

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

## **APPENDIX A-3**

### **Pregnancy Related Services**

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

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

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

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

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

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

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

<b>Components</b>		<b>Objective Table #(s)</b>
<b>Component #</b>	<b>Component</b>	
1	Comprehensive needs assessment	#CI-1, #CI-2
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
3	Instruction by highly qualified staff	#CI-1, #CI-2
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	#CI-1, #CI-2
5	Strategies to attract highly qualified teachers to high-need schools	#CI-1, #CI-2
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.)	#CI-1, #CI-2
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	#CI-1, #CI-2
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	#CI-1, #CI-2
11	<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<b>Personnel</b>				
.50 FTE Assistant Principal	Assist in Building PLCs, instructional focus with 3 <sup>rd</sup> grade and Math focus in all grade levels	Improving student achievement through instructional PD once a month through Vertical math meetings.  Improving student achievement through instructional PD once a month through Vertical reading and writing meetings.  Improving student achievement through community PD once a month on Academics and home support.  Tutoring for computational fluency.  Lead teacher discussions on Students academic trends and plan academic interventions in the classroom.	\$35,335.00	Student Achievement on STAAR for Intermediate Grades in Math, Reading, Writing, & Science  Student Achievement on Reading for Primary Grades  Increase in Parent Engagement (Sign in sheets/Photos of events)
1.0 FTE Instructional Specialist	Assist with instruction in intermediate grades and support primary grades in Reading & Writing; instructional focus for 4 <sup>th</sup> grade		\$61,813.00	
.50 FTE Parent Support	Increase Parent		\$19,947.00	



Specialist	Engagement and Disseminate Community Engagement Information			
.50 FTE Math Part-time hourly tutor				
Sub Pay for data days at BOY/MOY/&EOY	Data analysis of common assessments formative and summative to guide instruction		\$4,996.00	
<b>Instructional Supplies, Materials, and Equipment</b>				
Reproduction Costs	Copier and Riso rental fees, cost of paper & materials copies used for repeated practice	Increased Students Achievements in Math, Reading, Science and Writing.	\$5,879.00	Increased Students Achievements in Math, Reading, Science and Writing.
General Supplies				
Reading Materials	Purchase of reading materials or subscriptions	Increased Students Achievements in Math, Reading, Science and Writing.	\$5,000.00	Increased Students Achievements in Math, Reading, Science and Writing.
Computer Equipment	Hardware/Software to complete tasks		\$11,500.00	
<b>Professional Development/Staff Training</b>				
PD in Math/Writing/ Reading				
Tutoring			\$7,457.00	
<b>Community Services (Function 61)</b>				
Supplies for parent training and meetings, Travel reimbursement for Parent Support Specialist.	Improve Programs and services to students and families to increased attendance and student achievement	Provide training and support for students and families and students achievements in Math, Reading, Writing and Science.	\$5,164.00	Increased Students Achievements in Math, Reading, Science and Writing.
			\$	

<b>Other Requests</b>				
Reserve Funds for employee salary increases as needed- (5% of salary total	Need for staffing training and instructional support in Math, Reading and Writing and Science	Improve Student Achievement in Reading, Writing , Math and Science	\$5,716.00	Increase Student Achieve in Reading, Writing, Science and Math.
			\$	
<b>TOTAL (Must Match BTO Total)</b>			<b>\$184,356</b>	

Campus Scorecard 2014-15  
108 - Brooke 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 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	34%	33%	22%	34%
Afr Amer	44%	50%	43%	51%
Hispanic	30%	31%	18%	31%
White	80%	*	*	50%
Asian	-	-	-	25%
Two+	-	-	*	100%
SpEd	64%	69%	67%	72%
ECD	35%	32%	23%	34%
ELL	17%	18%	26%	37%

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

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

- Denominator is 0

### STAAR Mathematics - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	36%	35%	33%	43%
Afr Amer	33%	47%	43%	51%
Hispanic	35%	33%	31%	42%
White	60%	*	*	43%
Asian	-	-	-	25%
Two+	-	-	*	100%
SpEd	64%	77%	76%	80%
ECD	38%	33%	34%	44%
ELL	26%	19%	40%	49%

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

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

- Denominator is 0

**STAAR Writing - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	19%	24%	14%	27%
Afr Amer	43%	*	*	72%
Hispanic	13%	19%	*	21%
White	*	-	*	15%
Asian	-	-	-	25%
Two+	-	-	-	25%
SpEd	41%	70%	*	58%
ECD	18%	20%	16%	28%
ELL	6%	*	*	26%

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

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

- Denominator is 0

**STAAR Science - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	34%	12%	32%	42%
Afr Amer	*	*	*	49%
Hispanic	33%	14%	30%	41%
White	*	*	-	25%
Asian	-	-	-	25%
Two+	-	-	-	25%
SpEd	40%	25%	*	51%
ECD	34%	10%	31%	41%
ELL	*	<1%	*	39%

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 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	6%	11%	9%	14%
Afr Amer	11%	6%	*	32%
Hispanic	5%	12%	7%	12%
White	20%	*	*	5%
Asian	-	-	-	25%
Two+	-	-	*	5%
SpEd	3%	19%	*	23%
ECD	7%	11%	10%	15%
ELL	4%	14%	*	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 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	10%	7%	13%	18%
Afr Amer	17%	7%	*	32%
Hispanic	8%	7%	12%	16%
White	20%	*	*	5%
Asian	-	-	-	25%
Two+	-	-	*	5%
SpEd	18%	8%	29%	32%
ECD	10%	6%	13%	17%
ELL	4%	5%	17%	21%

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 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	<1%	2%	*	9%
Afr Amer	<1%	*	*	37%
Hispanic	<1%	<1%	*	5%
White	*	-	*	5%
Asian	-	-	-	25%
Two+	-	-	-	25%
SpEd	<1%	<1%	*	29%
ECD	<1%	3%	*	9%
ELL	<1%	*	*	18%

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 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	4%	2%	*	8%
Afr Amer	*	*	*	5%
Hispanic	5%	3%	*	8%
White	*	*	-	5%
Asian	-	-	-	5%
Two+	-	-	-	5%
SpEd	<1%	<1%	*	5%
ECD	5%	2%	*	8%
ELL	*	<1%	*	5%

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 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	55%	58%	60%
Afr Amer	*	60%	63%
Hispanic	52%	58%	60%
White	-	*	55%
Amer Ind	-	-	5%
Asian	-	-	5%
Two+	-	-	5%
SpEd	*	80%	83%
ELL	-	75%	78%

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

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

- Denominator is 0

### STAAR Mathematics - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	44%	63%	65%
Afr Amer	*	60%	63%
Hispanic	42%	66%	69%
White	-	*	5%
Amer Ind	-	-	5%
Asian	-	-	5%
Two+	-	-	5%
SpEd	*	75%	78%
ELL	-	90%	92%

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

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

- Denominator is 0

### STAAR Reading - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	19%	15%	19%
Afr Amer	*	*	33%
Hispanic	21%	12%	15%
White	-	*	55%
Amer Ind	-	-	5%
Asian	-	-	5%
Two+	-	-	5%
SpEd	*	33%	35%
ELL	-	*	40%

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

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

- Denominator is 0

### STAAR Mathematics - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	19%	24%	25%
Afr Amer	*	*	43%
Hispanic	19%	22%	25%
White	-	*	5%
Amer Ind	-	-	5%
Asian	-	-	5%
Two+	-	-	5%
SpEd	*	42%	45%
ELL	-	*	43%

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 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
Kinder DRA English	57%	81%	76%	80%
Kinder DRA Spanish	58%	88%	67%	70%
1st DRA English	58%	57%	71%	73%
1st DRA Spanish	*	67%	52%	70%
2nd DRA English	41%	53%	52%	70%
2nd DRA Spanish	93%	73%	85%	86%

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 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	95.3%	95.6%	95.2%	95.0%	95.3%
Afr Amer	93.7%	96.9%	94.8%	95.3%	95.5%
Hispanic	95.5%	95.5%	95.3%	95.1%	95.4%
White	97.2%	95.6%	94.7%	93.7%	94.1%
Amer Ind	*	*	<1%	<1%	94.0%
Asian	*	<1%	*	*	97.2%
Two+	<1%	*	*	*	91.5%
ECD	95.4%	95.6%	95.2%	95.1%	95.4%

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	*	*	*	*	*	*	0.20%
Afr Amer	*	*	*	*	*	*	25.00%
Hispanic	*	*	*	*	*	*	0.24%
White	*	*	*	*	*	*	5.00%
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	15	3.04%	26	5.73%	16	3.64%	3.00%
Afr Amer	*	*	*	*	*	*	5.00%
Hispanic	13	3.14%	22	5.80%	11	3.01%	3.00%
White	*	*	*	*	*	*	5.00%
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	18	3.65%	*	*	*	*	3.00%
Afr Amer	*	*	*	*	*	*	3.00%
Hispanic	15	3.62%	*	*	*	*	2.00%
White	*	*	*	*	*	*	2.00%
Amer Ind	*	*	-	-	-	-	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

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

- Denominator is 0

### Fall Enrollment (PEIMS Snapshot Date)

	2012-13 Actual	2013-14 Estimated
All Students	405	376
Afr Amer	46	45
Hispanic	339	309
White	15	11
Amer Ind	0	-
Asian	1	1
Two+	4	10

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	59	*	*	48	*	*	1%
Afr Amer	5	*	*	*	*	*	25%
Hispanic	53	*	*	45	*	*	1%
White	*	*	*	28	*	*	2%
SpEd	5	*	*	*	*	*	15%
ECD	59	*	*	48	*	*	1%

Data Source: Contractor's Electronic Files

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

- Denominator is 0

### Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	*	*	*	*	*	*	*	*	*	*	*	*	7	*	*	*	*	*
F	Hispanic	61	29	48%	32	15	47%	68	36	53%	40	23	57%	52	22	42%	32	19	59%
F	White	*	*	*	*	*	*	-	-	-	-	-	-	*	*	*	-	-	-
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		66	32	48%	35	16	46%	72	38	53%	43	24	56%	60	27	45%	36	21	58%
M	Afr Amer	13	7	54%	*	*	*	16	5	31%	9	6	67%	8	*	*	6	5	83%
M	Hispanic	64	32	50%	39	30	77%	62	27	44%	29	22	76%	68	29	43%	39	26	67%
M	White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		81	40	49%	45	34	76%	81	34	42%	40	30	75%	78	33	42%	46	32	70%
Total		147	72	49%	80	50	62%	153	72	47%	83	54	65%	138	60	43%	82	53	65%

Data Source: AISD Fitnessgram

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

- Denominator is 0

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

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6117-RR-108-5-24-0-00	Career Ladder - CP-Read Literacy-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R0-108-5-24-0-00	Extra Duty - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-108-5-24-0-00	Extra Duty - CP-SSIG-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-108-5-24-0-00	Extra Duty - CP-AYP Elem-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-108-5-30-0-00	Extra Duty - CP-AFL-Brooke	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-00-108-5-24-0-00	Professional Salary - CP-Brooke	0.00	0.00	2,430.48	-2,430.48	0.00 %
199-11-6119-90-108-5-24-0-00	Professional Salary - CP-PreK-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RK-108-5-24-0-00	Professional Salary - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-108-5-24-0-00	Professional Salary - CP-Read Literacy-Brooke	46,685.00	0.00	5,242.65	41,442.35	88.77 %
199-11-6121-R8-108-5-24-0-00	Overtime - CP-AYP Elem-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-B1-108-5-30-0-00	Overtime - CP-AFL-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-87-108-5-24-0-00	Part-Time Hourly - CP-Math/Read Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R0-108-5-24-0-00	Part-Time Hourly - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-108-5-24-0-00	Part-Time Hourly - CP-SSIG-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-108-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-B1-108-5-30-0-00	Part-Time Hourly - CP-AFL-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-108-5-24-0-00	FICA - CP-Brooke	316.00	0.00	85.79	230.21	72.85 %
199-11-6141-87-108-5-24-0-00	FICA - CP-Math/Read Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-108-5-24-0-00	FICA - CP-PreK-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R0-108-5-24-0-00	FICA - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-108-5-24-0-00	FICA - CP-SSIG-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-108-5-24-0-00	FICA - CP-AYP Elem-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-108-5-24-0-00	FICA - CP-Read Literacy-Brooke	3,571.00	0.00	275.65	3,295.35	92.28 %
199-11-6141-B1-108-5-30-0-00	FICA - CP-AFL-Brooke	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-108-5-24-0-00	Health/Life Ins - CP-Brooke	0.00	0.00	454.90	-454.90	0.00 %
199-11-6142-90-108-5-24-0-00	Health/Life Ins - CP-PreK-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R0-108-5-24-0-00	Health/Life Ins - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-108-5-24-0-00	Health/Life Ins - CP-SSIG-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-108-5-24-0-00	Health/Life Ins - CP-Read Literacy-Brooke	5,459.00	0.00	454.90	5,004.10	91.66 %
199-11-6143-00-108-5-24-0-00	Wk's Comp - CP-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-90-108-5-24-0-00	Wk's Comp - CP-PreK-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-108-5-24-0-00	Wk's Comp - CP-SSIG-Brooke	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.
199-11-6143-R8-108-5-24-0-00	Wk's Comp - CP-AYP Elem-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-108-5-24-0-00	Wk's Comp - CP-Read Literacy-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-108-5-30-0-00	Wk's Comp - CP-AFL-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-108-5-24-0-00	Teacher Retirement - CP-Brooke	0.00	0.00	9.92	-9.92	0.00 %
199-11-6146-90-108-5-24-0-00	Teacher Retirement - CP-PreK-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R0-108-5-24-0-00	Teacher Retirement - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-108-5-24-0-00	Teacher Retirement - CP-SSIG-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-108-5-24-0-00	Teacher Retirement - CP-AYP Elem-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RK-108-5-24-0-00	Teacher Retirement - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-108-5-24-0-00	Teacher Retirement - CP-Read Literacy-Brooke	1,184.00	0.00	30.37	1,153.63	97.43 %
199-11-6146-B1-108-5-30-0-00	Teacher Retirement - CP-AFL-Brooke	20.00	0.00	0.00	20.00	100.00 %
<b>Total 6100 Payroll Costs</b>		<u>68,036.00</u>	<u>0.00</u>	<u>8,984.66</u>	<u>59,051.34</u>	
199-11-6299-RK-108-5-24-0-00	Reproduction Costs - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6200 Purchase &amp; Contracted Services</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-11-6329-R0-108-5-24-0-00	Reading Materials - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-108-5-24-0-00	General Supplies - CP-Campus Cost-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R0-108-5-24-0-00	General Supplies - CP-Summer Init-Brooke	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>	
199-11-6494-R0-108-5-24-0-00	Field Trips - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-R0-108-5-24-0-00	Food/Refreshment - CP-Summer Init-Brooke	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>68,036.00</u>	<u>0.00</u>	<u>8,984.66</u>	<u>59,051.34</u>	
199-13-6117-00-108-5-24-0-00	Career Ladder - CP-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-108-5-24-0-00	Professional Salary - CP-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-RR-108-5-24-0-00	Professional Salary - CP - Reading Lit - Brooke	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-108-5-24-0-00	FICA - CP-Brooke	0.00	0.00	0.00	0.00	0.00 %

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

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**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-13-6142-00-108-5-24-0-00	Health/Life Ins - CP-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-108-5-24-0-00	Wk's Comp - CP-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-108-5-24-0-00	Teacher Retirement - CP-Brooke	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-13-6411-B1-108-5-30-0-00	Employee Travel - CP-AFL-Brooke	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>13 Total</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-23-6118-R0-108-5-24-0-00	Extra Duty - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-23-6125-R0-108-5-24-0-00	Part-Time Hourly - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-R0-108-5-24-0-00	FICA - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-23-6142-R0-108-5-24-0-00	Health/Life Ins - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-R0-108-5-24-0-00	Teacher Retirement - CP-Summer Init-Brooke	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-23-6396-R6-108-5-24-0-00	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>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<b>23 Total</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-31-6118-00-108-5-24-0-00	Extra Duty - CP-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-108-5-24-0-00	Professional Salary - CP-Brooke	68,189.00	0.00	7,657.61	60,531.39	88.77 %
199-31-6141-00-108-5-24-0-00	FICA - CP-Brooke	5,644.00	0.00	432.80	5,211.20	92.33 %
199-31-6142-00-108-5-24-0-00	Health/Life Ins - CP-Brooke	5,355.00	0.00	416.75	4,938.25	92.21 %
199-31-6143-00-108-5-24-0-00	Wk's Comp - CP-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-108-5-24-0-00	Teacher Retirement - CP-Brooke	979.00	0.00	117.12	861.88	88.03 %
<b>Total 6100 Payroll Costs</b>		<u>80,167.00</u>	<u>0.00</u>	<u>8,624.28</u>	<u>71,542.72</u>	
199-31-6329-CP-108-5-24-0-00	Reading Materials - CP-Campus Cost-Brooke	0.00	0.00	0.00	0.00	0.00 %

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

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**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-31-6399-CP-108-5-24-0-00	General Supplies - CP-Campus Cost-Brooke	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-108-5-24-0-00	Employee Travel - CP-Campus Cost-Brooke	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		0.00	0.00	0.00	0.00	
<b>31 Total</b>		80,167.00	0.00	8,624.28	71,542.72	
199-61-6121-B1-108-5-30-0-00	Overtime - CP-AFL-Brooke	0.00	0.00	97.71	-97.71	0.00 %
199-61-6129-B1-108-5-30-0-00	Support Personnel Salary - CP-AFL-Brooke	16,000.00	0.00	1,528.56	14,471.44	90.44 %
199-61-6139-B1-108-5-30-0-00	Employee Allowance - CP-AFL-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-108-5-30-0-00	FICA - CP-AFL-Brooke	1,224.00	0.00	99.76	1,124.24	91.84 %
199-61-6142-B1-108-5-30-0-00	Health/Life Ins - CP-AFL-Brooke	2,734.00	0.00	210.86	2,523.14	92.28 %
199-61-6143-B1-108-5-30-0-00	Wk's Comp - CP-AFL-Brooke	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-108-5-30-0-00	Teacher Retirement - CP-AFL-Brooke	80.00	0.00	7.20	72.80	91.00 %
<b>Total 6100 Payroll Costs</b>		20,038.00	0.00	1,944.09	18,093.91	
<b>61 Total</b>		20,038.00	0.00	1,944.09	18,093.91	
<b>Total Fund 199 General Fund</b>		168,241.00	0.00	19,553.03	148,687.97	

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

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**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		168,241.00	0.00	19,553.03	148,687.97	

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