

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

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

Approximate hours spent on CIP development	Hours
✓ By CAC and/or CAC subcommittees	3-4
✓ By campus administration and/or leadership team	9

We confirm the above information as correct ...

Position	Name	Date
Principal	Veronica Sharp	07/22/14
Co-Chair	Margaret Huff	07/22/14
Co-Chair	Surisaddai Canela	07/22/14



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	Veronica Sharp

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	Mondays
Time: 4:15p.m.	

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Margaret Huff	✓					
Parent	Azucena Aguilera			✓			
Parent	Albino Cisneros						
Parent	Cirenia Sanchez						
Parent	Carmen Trujillo						
Parent	Da'Sha Wilkins						
Professional Staff Member	Maria Bernhardt				✓		Pre-K Bil. Tchr.
Professional Staff Member	Paula Bowen				✓		Special Areas Tchr. (P.E.)
Professional Staff Member	Maureen McVey				✓		1 st Grade ESL Tchr.
Professional Staff Member	Georgiana Bryand				✓		4 th Grade ESL Tchr.
Professional Staff Member	Arthur M. Castillo, Jr.					✓	Special Ed. Tchr. (PPCD)
Professional Staff Member	Surisadai Canela	✓					
Classified Staff Member	Sheryl Bowie						
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Marci O'Brien						
Community Representative	JoAnn Rees						

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)

- **CST information, TEMI / M-COMP data, CIPG's**

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

Work on the following academic areas: Reading, Writing, Math, Science

Discipline: CAC team wants to explore ways to reach out to Af. Am. Families to extend support for scholars in need of assistance (reviewed CIPG's)

Special Education: specialized programs on campus contribute to high number of identification (2 PPCD, 1 Bil. PPCD , Resource/inc.)

Professional Dev.: Three tier system: Strengthen the core, review accommodations and implement, provide interventions to close gaps

**LRE: PLC's focus on scholar needs and determine setting. PPCD/Kinder age scholars require intensive support for inclusion
Parent notification for ARD's (PPCD referrals require short turn around)- System for teachers to notify parents beyond SEED's
Participation on STAAR: Review scholars case by case**

Parents: Continue educating parents on systems of safety

TITLE 1 COMPONENTS

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

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

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-1

☐ State: Below safeguard target

Performance Objective: Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups.

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
a. Target student needs through analyzing data, deconstruction of the student expectations, and planning rigorous tasks in the core instruction. Provides teachers opportunity to be included in how assessment data is used in instruction.	1,2,4,7,11	Teachers, team leaders, staff, reading specialist, Administrators, PSS, Office, parents.	2013-2014 STAAR data.	Classroom visits with the 9 square walk-thru documentation. Meet or exceed STAAR passing standards. Teachers are observed using the best practice at a proficient level during core instruction.	August 2014-May 2015	ongoing
b. Alignment of curriculum, instruction, and assessment.	1,2,4,8	Teachers, administrators.	Lesson plans.	Lesson plans. Classroom visits / feedback Students' reader's notebook. Organized and labeled classroom library available for students. Observation of Alignment among classrooms, structured lesson cycle.	August 2014-May 2015	ongoing

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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Conduct weekly team meetings to ensure rigorous and consistent instruction which optimizes scholar engagement and time on task.	1, 4, 8, 10	Team Leader, teachers, Coaches, Admin	TEKS, Assessments, materials, Plans	Teams conduct weekly PLC meetings which produce high quality, rigorous, and engaging lessons.	Aug. 2014-May 2015	On-going
Implementation of Gateway Crashers in grades 2-5 as a way to monitor scholar progress and communicate with parents.	1, 4,6,8,9,10	Admin., Teachers, Scholars, PSS	Framework individual cards, PD-about conferencing, record keeping	Individual scholar progress (watchlist)	Aug. 2014-May 2015	On-going

Table #CI-2

☐ State: Below safeguard target

Performance Objective: Effective, timely additional assistance to ensure struggling students meet state standards

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
Small group instruction In Math, Reading, Science, and Writing	1,2,4,7,8,9,10	Teachers, specialists, administration, Librarian,Special Areas Teachers	Intervention materials	Intervention schedules turned into admin staff Data Spreadsheet-results Special	August 2014-May 2015	ongoing
STAARburst After school tutoring in Math and Reading for 3rd and 4th Grade	1,2,4,7,8,10	After school staff, PSS	U Teach students and CATS club staff	CMT observations	August 2014-May 2015	Ongoing per school semester.
ACE reading tutors during the school day	1,2,4,6,8,9,10	ACE tutors	ACE tutors, reading materials	ACE tutor's lesson plans	August 2014-May 2015	Ongoing
Implement technology in the classroom as an intervention and catch-up strategy.	1,2,4,6,8,9,10	Admin, Specialists, Teachers, PSS	PD provided by the consultants /co.	Data on systems (Achieve 3000, Istation,Formative Loop)	Aug. 2014-May 2015	On-going

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CAMPUS ACTION PLAN FOR 2014-15

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Table #CI-3 <input type="checkbox"/> State: Below safeguard target						
Performance Objective: Decrease referrals for all grades, focusing on the male African American population.						
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
a. Implement the SEL program on campus	2,4,6	Admin, staff, district	SEL program professional development, and implementation	Common language	August 2014-2015	On-going
b. Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	2,4,6	Administrators, Gen. Ed. And Special Ed Teachers	Professional development	Data, records, and results. Tier II monitoring logs.	August 2014-2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through: <ol style="list-style-type: none"> 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) 2. Student participation in physical activities 3. Improvement of Fitnessgram results for all students 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy) 						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a) Comply with Federal, State, and Local Wellness Policy (FFA, Legal, Local, and Exhibit). <ul style="list-style-type: none"> Choose 3 events to be excluded from the Texas Public School Nutrition Policy with exemption of during meal serving times: Winter party, Track & Field, End of Year Party. Eliminate food fundraiser during the school days, including the sale of tickets for afterschool pickup of food item. Making healthy nutrition choices and information shall be shared with campus staff, parents, and students to positively influence the health of student and community members (newsletter, 	1,2,4,6,9	Administration, staff, PBS	Healthy nutrition resource	No compliance issues reported from Texas Department of Agriculture, campus, staff, parents, or food from services	August 2014-2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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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
email, school events, etc).						
b) Implement CATCH/ Coordinated School Health (CHS) Program (K-8) <ul style="list-style-type: none"> Create a CSH team that meets 4 times a year to create a healthy school environment that promotes physical activity and nutrition. The CHS team should include PE and classroom teachers, cafeteria manager, nurse, administrator, parents and possibly 2 students from the student wellness team (SWT) can implement throughout the year (CATCH, Family fitness night, fruity Friday, morning announcement). Implement procedures 	1,2,4,6,9	Teachers, Administrators, PE coach	Master schedule	Teachers and students begin physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans.	August 2014-2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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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
of how and when to use CSH equipment for WOW and recess.						
d). Improve Campus Fitnessgram scores. <ul style="list-style-type: none"> Test and record Fitnessgram data for 85% of all 3rd-5th grade students on campus. Increase the percent of students in the Healthy Zone in the Healthy Zone for BMI, Aerobic capacity, Curl-ups, Push Ups, Sit and Reach, and Trunk Lift Share Fitnessgrams data with campus staff, parents and students 	1,2,4,6,9	P.E. Teacher	Fitness Assessment	All students' data will be entered in Fitnessgram according to teacher and campus.	August 2014-2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-2

Performance Objective: Effective violence prevention and intervention measures will be in place.						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Campus implementation of No Place for Hate activities	1,2,4,6,9	Administration, staff, teachers, counselor	No Place for Hate training	No Place for Hate activities	August 2014-2015	On-going
b. Campus implementation of SEL curriculum	1,2,4	Administration, staff, teachers, counselor	SEL training	Lessons implemented in the classrooms weekly. Use of common language. Use of peace path and peace corner in the classrooms.	August 2014-2015	On-going

Table #DR-3

Performance Objective: Parental involvement will be encouraged.						
Applicable Strategic Plan Goal(s): 1,2,3						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Conduct parent/principal meetings to educate families, engage in discussions, create plans, and communicate about the school.	1,2,4,6,8,9,10	Principal and teachers.	Flyers for parents with date and time of meeting.	Parent contributions of ideas for the development of the campus shared vision.	August 2014 – May 2015	On-going
b. Parents are encouraged to attend PTA meetings once a month.	1,2,4,6,8,9,10	Principal and teachers.	Flyers for parents with date and time of meeting.	Parent attendance to events presented by grade levels.	August 2014 – May 2015	On-going
c. Parents are encouraged to attend theme nights to promote subject area development.	1,2,4,6,8,9,10	Principal and teachers.	Invitation to parents	Parent attendance to events.	August 2014- May 2015	On-going
d. Develop a parent helper system	1,2,4,6,8,9,10	Administrator, PSS, teachers, parents.	Invitation for parents. System for parent volunteers.	Parent attendance when scheduled.	August 2014 – May 2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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4 Ongoing PD		11 Elementary Schools only: 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
e. Parent/student book club (Prek).	1,2,4,6,8,9,10	Administrator, PSS, teachers, parents	Invitation for parents, schedule for parents.	Parent attendance when scheduled.	August 2014- May 2015	On-going
f. Parents are provided information about their child's academic performance in a language they can understand.	1,2,4,6,8,9,10	Principal, teachers, staff.	Information for parents with student performance data sent to home	Documentation of information communicate: mailings, parent teacher conference notes, etc	August 2014-May 2015ss	On-going
g. Provide Pre-K to K transition program and events for parents of pre-k students	1,2,4,6,8,9,10,11	Principals, teachers and staff.	Invitation for parents. Schedule for parents.	Parent attendance when scheduled. Kinder round up, parent training sessions, PK monthly newsletter, PK and K PTA nights.	January 2014-May 2015	On-going
h. Collaborate with parents on developing and revising the school compact.	1,2,4,6,8,9,10	Principal, Parents, Teachers	Compact Time Meet with staff (Oct. 6)	Revised compact for the year Topics addressing needs assessment (ie. Safety)	September 2014 ready to distribute October 13.	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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4 Ongoing PD		11 Elementary Schools only: 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
Staff development provided	1,4,7,8,9,10	Administrators, staff	Human Capital Platform	Electronic sign in to the Human Capital Platform	August 2014-2015	On-going
a. No Excuses University	1,2,4,7,8,9,10	Administrators, staff	Handouts, books	Sign-in, data	August 18 th , 2014.	On-going
b. SEL Social Emotional Learning	1,2,4,8,9,10	SEL District staff, Admin. , Team Lead, Teachers,PSS	PD, SEL plan, Kits	Lessons being taught and observed	Aug. 2014-May 2015	On-going
c. Professional development provided weekly (operational, instructional, campus climate, REACH)	1,2,4,8,9,10	Admin, Staff, District personnel (upon request or need)	Instructional Planning for PD	Agenda, Data, Plans	Aug. 2014-May 2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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3 Instruction by HQ staff	7 Measures to include teachers in decisions	10 Communication with parents regarding student assessment results
4 Ongoing PD	about use of assessment to improve perf.	11 Elementary Schools only: EC/PK/EL transition programs

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

Special Education Identification – All Levels

Table #DR-5						
Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 11.8%		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
a. Review students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and intervention.	1,4,6,8,10	Administrator and staff.	Campus level SPED data.	Decrease SpEd representation. Fewer referrals for SpEd.	Three times annually.	On-going
b. Collaborate with Child Study Team. Team facilitator to train staff on Tier 1, 2, and 3 interventions	1,4,6,8,10	CST team, and staff members.	ACE tutors, Instructional Sp., Volunteers/ Mentors.	Increasing number of scholars served in intervention groups will correlate with reduced number of special ed. Referrals.	On-going	On-going
c. Implement a parent training program which addresses the need for oral	1,4,6,8,10	Sp. Ed. Teacher, Sp. Ed. Coordinator, Early Childhood Staff, Parent	Materials for Book Study. Presentations by Speech Therapist.	PPCD age scholars would return to home school to receive services.	On-going	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-5

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Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 11.8%		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
language development and early intervention in young children to reduce the number of speech referrals for children 3-5		Specialists				
d. Analyze data to determine specific areas of need for each individual students.	1,4,6,8,10	Administrators, CST team, and staff members.	Campus level SPED data.	Decreased SpEd representation.	On-going	On-going
e. Monitor use of interventions to better meet the need of individual students.	1,4,6,8,10	Administrators, CST team, and staff members.	Intervention training	Decreased SpEd representation.	On-going	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-6

Performance Objective: Increase the performance rate of filing and sending ARD meeting notices 7-30 days prior to ARD						
Condition: If rate < 68%					Source: SPED C-IEP (H) 4 th 6 weeks	
Campus rate: 25.0%		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
a. SpEd team will meet 1 st student of each month to file meeting notices.	9,1,4,6,8,10	SpEd team	Professional development.	ARD Schedule	August 2014-2015	On-going (monthly)

Special Education Service in LRE – All Levels

Table #DR-10

Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.						
Condition: If rate < 68%					Source: SPED C-IEP (H) 4 th 6 weeks	
Campus rate: 25.0%		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
b. Review student and campus data provided and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions	1, 2,4, 8,9, 10	Administrators and staff.	Professional development.	Increase the rate of the special education population setting.	August 2014-2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-10

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

Condition: If rate < 68%

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

Campus rate: 25.0%

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
and staffing decisions and staffing decisions. SpEd team planning. Identify students whose resource time can be reduced. Schedule ARD to decrease resource time.						
c. PD for all staff through district and non-district opportunities.	1,4,6,8,10	Administrators and staff	Professional Development	Increase the rate of the special education population setting.	August 2014-May 2015.	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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: 9%		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. (ES) Continue to implement the DL program with fidelity to the Gomez and Gomez enrichment model.	1,3,7,8,9	Teachers, team leaders, coach, administrators, PSS, and staff.	Gomez and Gomez. DL professional development. TELPAS professional development.	Classroom observation checklist. Lesson plans documentation. TELPAS reading scores. Parent walk through.	August 2014-May 2015	On-going
b. (ES) Ensure administrative staff and teachers attend all DL trainings.	1,2,3,4,8	Teachers and Administrators.	Gomez and Gomez. DL professional development. TELPAS professional development. ELPS PD	Training documentation of completion through the Human Capital Platform.	August 2014-May 2015.	On-going
c. (ES) Provide schedules that ensure 50% of instruction is in English, and 50% of	1,3,7,8,9	Teachers, team leaders, coach, Administrators, and staff.	Gomez and Gomez. DL Professional Development.	Class schedule with specific time for instruction.	August 2014-May 2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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: 9%

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
instruction is Spanish.						
d. Implement an effective bilingual education program to meet the needs of English Language Learners.	1,3,7,8,9	Administrators, Teachers, PSS, and District Personnel.	Gomez and Gomez. Teachers, PSS, and District Personnel. DL professional development. TELPAS training. EOY DRA scores.	Lesson Plan documentation. Teachers participate in data analysis/decision making sessions with principal and support staff. 90% of students score above beginning level on TELPAS reading. 100% of teachers participate in TELPAS training as evidence by the sign-in rosters in the Human Capital Platform.	August 2014-May 2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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: 9%

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
				90% ELLs, grades 3-5 meet minimum expectations on reading STAAR. 30% of ELLs score at advanced levels on all STAAR test. 80% or more K-2 ELLs read at above grade level based on EOY DRA scores. ELPS as evidence in lesson plans and in walkthroughs.		

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-13

Performance Objective: Receive an exemplary rating under HB5 in all areas						
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. Program implementation to receive an exemplary rating in the area of Fine Arts	1,2,3,4,	Administrators and staff.	Programs implementation, professional development for teachers.	Creative Career exploration: Career Day (K-5) , CATCH DAY (Pre-K - 5th) Fine Arts productions or exhibitions: Monthly PTA Performances Bobcat Chorus Fine Arts community experiences: City-wide Youth Art Month Exhibition (One Congress Plaza) Young People's Concert (Long Center) Field Trips to the Nutcracker and Halloween Concerts Creative writing/literary publications:	August 2014-2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-13

Performance Objective: Receive an exemplary rating under HB5 in all areas						
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
				Creative Writing through Science-Badger Dog Publications CATS Chronicle "Newzies" Class		
b. Program implementation to receive an exemplary rating in the area of 21st Century Workforce Development Program	1,2,3,4,	Administrators and staff.	Programs implementation, professional development for teachers.	Project Based Learning Mentors from Middle Schools. Classified as Advanced Tech or Target Tech in all 4 Key Areas of the Texas Campus STaR chart. Campus STaR Charts and student Technology Literacy Campus technology Determine staff development needs. Displays college pennants, displays diplomas/	August 2014-2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-13

Performance Objective: Receive an exemplary rating under HB5 in all areas						
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
				degrees of staff members. Participation in weekly staff college dress days. Parents and students are provided information about post-secondary opportunities. College/Career Events: College / Career Day (K-5) Career Interest Inventory		
c. Program implementation to receive an exemplary rating in the area of Digital Learning Environment	1,2,3,4,	Administrators and staff.	Programs implementation, professional development for teachers.	Students access to computers for at least one hour per week. Training for staff and activities for students on recognizing and preventing cyberbullying. STaR Chart Area 4:	August 2014-2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-13

Performance Objective: Receive an exemplary rating under HB5 in all areas						
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
				Advanced Web-based learning opportunities: -Achieve -Through Math -BrainPop		
d. Program implementation to receive an exemplary rating in the area of Dropout Prevention Strategies	1,2,3,4,	Administrators and staff.	Programs implementation, professional development for teachers.	Overall attendance rate greater than or equal to 97%. Positive Behavior Support system Training for staff and activities for students on recognizing and preventing bullying. All students identified as struggling in reading or writing are provided specialized instruction or intervention. Mentorship program:	August 2014-2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-13

Performance Objective: Receive an exemplary rating under HB5 in all areas						
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
				-Seedling Mentors STAAR intervention program: STAARburst Program through U.T. Activities which promote an emotionally healthy environment: -Go Green Mondays -Fruity Fridays -No Place for Hate Campus		

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

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

Programs/Services	Describe how the campus is meeting needs of at-risk students with SCE resources:
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	Teachers will work with targeted at risk scholars and focus on target skills (per scholar data) to close the achievement gap.
General Supplies for at-risk students:	Supplies for classroom instruction and after school tutoring in reading and math for scholars at risk of not meeting state standards in core content areas on STAAR.
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):	Literacy skills instruction for scholars not meeting state standards in reading.
Math specialist (FTE for math interventions):	n/a
Elementary Counselors:	n/a
Dropout prevention services:	n/a
DELTA (or other credit recovery programs):	n/a
Parent Support Specialist (or other parent involvement expenses):	Support provided for parents and family members of at risk students to address needs for effective learning.
9 th Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	n/a

APPENDIX A-2

Highly Qualified Teacher Recruitment and Retention Plan

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

<input checked="" type="checkbox"/>	Work with staffing coordinator, identify staff not meeting HQ standards
<input checked="" type="checkbox"/>	Notify staff of deficit area(s)
<input checked="" type="checkbox"/>	Agree with staff on appropriate ways to meet the standard
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide bilingual and special education stipends
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide mentors to first and second year teachers
<input checked="" type="checkbox"/>	Offer high-quality professional development
<input checked="" type="checkbox"/>	Provide leadership opportunities for teachers
<input checked="" type="checkbox"/>	Encourage participation in National Board program
<input checked="" type="checkbox"/>	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):

<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide substitutes or stipends for professional development
	Other:

APPENDIX A-3

Pregnancy Related Services

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

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

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

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

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

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

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

Components		Objective Table #(s)
Component #	Component	
1	Comprehensive needs assessment	Page 5
2	School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement and that use effective methods/strategies based on scientifically based research	CI-1
3	Instruction by highly qualified staff	CI-1
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	DR-4
5	Strategies to attract highly qualified teachers to high-need schools	Appendix A-2
6	Strategies to increase parental involvement	DR-3
7	Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	DR-5
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	CI-2
9	Coordination and integration of federal, state, and local services and programs	DR-1
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-3

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<i>Personnel</i>				
Assistant Principal (.5)	Target Staff/Student Needs	97% students on Free/Reduced Status	\$35298.00	Student Results
Specialist/Coach w/teachers	Target Staff/Student Needs	97% students on Free/Reduced Status	\$31175.00	Student Results
Specialist/Coach w/students	Target Staff/Student Needs	97% students on Free/Reduced Status	\$31175.00	Student Results
Parent Support Specialist (.5)	Target Staff/Student Needs	97% students on Free/Reduced Status	\$22267.00	Student Results
Extra Duty – Teachers Tutoring	Target Staff/Student Needs	97% students on Free/Reduced Status	\$10000.00	Student Results
Extra Duty – Teachers Planning	Target Staff/Student Needs	97% students on Free/Reduced Status	\$5000.00	Student Results
*Salary Adjustment = 5% of salaries	Target Staff/Student Needs	97% students on Free/Reduced Status	\$5996.00	Student Results
<i>Instructional Supplies, Materials, and Equipment</i>				
Misc Contracted Services	Target Staff/Student Needs	97% students on Free/Reduced Status	\$10000.00	Student Results
Reading Materials	Target Staff/Student Needs	97% students on Free/Reduced Status	\$1500.00	Student Results
Testing Materials (STAAR)	Target Staff/Student Needs	97% students on Free/Reduced Status	\$8199.00	Student Results
PD	Target Staff/Student Needs	97% students on Free/Reduced Status	\$2200.00	Student Results

Software	Target Staff/Student Needs	97% students on Free/Reduced Status	\$2520.00	Student Results
General Supplies	Target Staff/Student Needs	97% students on Free/Reduced Status	\$11342.00	Student Results
Registration/Travel	Target Staff/Student Needs	97% students on Free/Reduced Status	\$275.00	Student Results
Professional Development/Staff Training				
			\$	
			\$	
			\$	
Community Services (Function 61)				
General Supplies	Target Staff/Student Needs	97% students on Free/Reduced Status	\$2625.00	Student Results
Overtive	Target Staff/Student Needs	97% students on Free/Reduced Status	\$523.00	Student Results
			\$	
Other Requests				
			\$	
			\$	
			\$	
TOTAL (Must Match BTO Total)			\$190,095.00	

APPENDIX T-3

Office of State and Federal Accountability Audit Checklist: Components for Title I Priority and Focus Schools

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

Seven Turnaround Principles		Objective Table #(s)
Component #	Component	
1	Providing strong leadership	Appendix T-2, #DR-4
2	Ensuring teachers are effective and have resources	#DR-4
3	Redesigning the school day, week, or year to add student learning time	#CI-2
4	Strengthening the school's instructional program based on student needs (research-based programs)	#CI-2, #CI-3, #DR-5, #DR-10, #DR-12
5	Data driven instruction and continuous improvement	#CI-1, #DR-5
6	Establishing school environments that address non-academic factors that impact student achievement	#DR-2, #DR-3
7	Providing ongoing mechanisms for family & community engagement	#DR-3

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
			\$	
			\$	
			\$	
Instructional Supplies, Materials, and Equipment				
			\$	
			\$	
			\$	
Professional Development/Staff Training				
			\$	
			\$	
			\$	
Community Services (Function 61)				
			\$	
			\$	
			\$	
Other Requests				
			\$	
			\$	
			\$	
TOTAL (Must Match BTO Total)			\$	

Campus Scorecard 2014-15
109 - Brown Elementary

The following indicators are included in the campus scorecard:

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

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

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

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

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

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

STAAR Reading - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	29%	18%	22%	34%
Afr Amer	*	*	*	15%
Hispanic	30%	19%	22%	34%
White	*	*	*	15%
Asian	-	-	-	0%
Two+	*	*	*	100%
SpEd	27%	16%	29%	40%
ECD	28%	17%	19%	31%
ELL	19%	13%	8%	22%

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	25%	21%	23%	35%
Afr Amer	*	*	*	29%
Hispanic	27%	21%	24%	35%
White	*	*	*	15%
Asian	-	-	-	0%
Two+	*	*	*	15%
SpEd	23%	22%	46%	54%
ECD	24%	20%	22%	34%
ELL	20%	19%	20%	32%

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	11%	25%	18%	30%
Afr Amer	*	*	*	15%
Hispanic	12%	25%	15%	28%
White	*	*	-	0%
Asian	-	-	-	0%
Two+	-	-	*	100%
SpEd	38%	19%	*	43%
ECD	11%	24%	17%	30%
ELL	10%	13%	*	21%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	33%	11%	21%	33%
Afr Amer	-	*	*	58%
Hispanic	33%	11%	21%	33%
White	*	-	*	15%
Asian	-	-	-	0%
Two+	*	-	-	0%
SpEd	*	13%	*	35%
ECD	29%	11%	20%	32%
ELL	13%	7%	17%	30%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	11%	4%	8%	12%
Afr Amer	*	*	*	5%
Hispanic	12%	4%	8%	12%
White	*	*	*	5%
Asian	-	-	-	0%
Two+	*	*	*	52%
SpEd	<1%	<1%	*	13%
ECD	9%	3%	5%	10%
ELL	5%	<1%	*	7%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	12%	7%	6%	10%
Afr Amer	*	*	*	5%
Hispanic	13%	6%	6%	11%
White	*	*	*	5%
Asian	-	-	-	0%
Two+	*	*	*	5%
SpEd	5%	<1%	*	5%
ECD	10%	5%	6%	11%
ELL	6%	5%	5%	10%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	<1%	1%	*	8%
Afr Amer	*	*	*	5%
Hispanic	<1%	2%	*	7%
White	*	*	-	0%
Asian	-	-	-	0%
Two+	-	-	*	52%
SpEd	<1%	<1%	*	26%
ECD	<1%	2%	*	9%
ELL	<1%	<1%	*	5%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	69%	68%	75%
Afr Amer	*	*	50%
Hispanic	70%	69%	75%
White	*	*	100%
Amer Ind	-	-	0%
Asian	-	-	0%
Two+	-	*	65%
SpEd	*	75%	80%
ELL	-	87%	90%

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	48%	68%	73%
Afr Amer	*	*	50%
Hispanic	48%	69%	75%
White	*	*	100%
Amer Ind	-	-	0%
Asian	-	-	0%
Two+	-	*	5%
SpEd	*	67%	70%
ELL	-	83%	86%

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	3%	17%	20%
Afr Amer	*	*	3%
Hispanic	4%	18%	21%
White	*	*	3%
Amer Ind	-	-	0%
Asian	-	-	0%
Two+	-	*	3%
SpEd	*	*	9%
ELL	-	26%	30%

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	7%	23%	27%
Afr Amer	*	*	36%
Hispanic	4%	23%	26%
White	*	*	53%
Amer Ind	-	-	0%
Asian	-	-	0%
Two+	-	*	3%
SpEd	*	*	3%
ELL	-	28%	31%

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	74%	60%	71%	74%
Kinder DRA Spanish	85%	79%	81%	85%
1st DRA English	68%	67%	72%	75%
1st DRA Spanish	85%	65%	62%	70%
2nd DRA English	77%	43%	50%	60%
2nd DRA Spanish	69%	65%	55%	60%

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	97.2%	97.4%	97.2%	96.7%	97.0%
Afr Amer	95.0%	95.8%	94.7%	94.9%	97.0%
Hispanic	97.4%	97.5%	97.4%	97.0%	97.5%
White	96.3%	95.3%	94.2%	91.8%	97.0%
Amer Ind	*	<1%	<1%	*	100.0%
Asian	<1%	<1%	*	*	97.0%
Two+	95.2%	*	*	94.1%	97.0%
ECD	97.3%	97.4%	97.2%	96.7%	97.0%

Data Sources: Actual- TAPR, Estimated- AISD Student Information System

* Denominator is less than 900(excluding 0)

- Denominator is 0

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	*	*	*	*	*	*	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.00%
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	11	1.98%	7	1.30%	16	3.06%	1.50%
Afr Amer	5	13.51%	5	16.13%	6	20.69%	3.00%
Hispanic	6	1.22%	*	*	9	1.93%	0.75%
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

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	*	*	*	*	*	*	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.00%
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 Actual	2013-14 Estimated
All Students	481	456
Afr Amer	26	21
Hispanic	439	394
White	10	10
Amer Ind	0	-
Asian	3	1
Two+	3	30

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	153	14	9%	133	10	8%	5%
Afr Amer	*	*	*	-	-	-	0%
Hispanic	152	14	9%	132	9	7%	5%
White	-	-	-	100	9	9%	5%
SpEd	12	*	*	7	*	*	35%
ECD	153	14	9%	131	10	8%	5%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	*	*	*	*	*	*	-	-	-	-	-	-	*	*	*	-	-	-
F	Hispanic	85	35	41%	52	22	42%	80	41	51%	38	18	47%	94	46	49%	60	31	52%
F	White	5	*	*	*	*	*	*	*	*	-	-	-	*	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		93	38	41%	57	24	42%	81	41	51%	38	18	47%	96	46	48%	61	31	51%
M	Afr Amer	7	6	86%	*	*	*	8	6	75%	*	*	*	6	*	*	*	*	*
M	Hispanic	96	36	38%	58	31	53%	90	46	51%	54	32	59%	80	40	50%	46	29	63%
M	White	*	*	*	*	*	*	-	-	-	-	-	-	*	*	*	*	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		105	44	42%	62	34	55%	98	52	53%	58	35	60%	88	42	48%	51	31	61%
Total		198	82	41%	119	58	49%	179	93	52%	96	53	55%	184	88	48%	112	62	55%

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6117-RR-109-5-24-0-00	Career Ladder - CP-Read Literacy-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R4-109-5-24-0-00	Extra Duty - CP-At Risk Stdnt Sup-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-109-5-24-0-00	Extra Duty - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-109-5-30-0-00	Extra Duty - CP-AFL-Brown	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-90-109-5-24-0-00	Professional Salary - CP-PreK-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-R2-109-5-24-0-00	Professional Salary - CP-Solution Team-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-R4-109-5-24-0-00	Professional Salary - CP-At Risk Stdnt Sup-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-109-5-24-0-00	Professional Salary - CP-Read Literacy-Brown	48,539.00	0.00	5,450.87	43,088.13	88.77 %
199-11-6121-R4-109-5-24-0-00	Overtime - CP-At Risk Stdnt Sup-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-B1-109-5-30-0-00	Part-Time Hourly - CP-AFL-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R2-109-5-24-0-00	Support Personnel Salary - CP-Solution Team-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-109-5-24-0-00	Support Personnel Salary - CP-At Risk Stdnt Sup-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-109-5-24-0-00	FICA - CP-PreK-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R2-109-5-24-0-00	FICA - CP-Solution Team-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-109-5-24-0-00	FICA - CP-At Risk Stdnt Sup-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-109-5-24-0-00	FICA - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-109-5-24-0-00	FICA - CP-Read Literacy-Brown	3,713.00	0.00	308.41	3,404.59	91.69 %
199-11-6141-B1-109-5-30-0-00	FICA - CP-AFL-Brown	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-90-109-5-24-0-00	Health/Life Ins - CP-PreK-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R2-109-5-24-0-00	Health/Life Ins - CP-Solution Team-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-109-5-24-0-00	Health/Life Ins - CP-At Risk Stdnt Sup-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-109-5-24-0-00	Health/Life Ins - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-109-5-24-0-00	Health/Life Ins - CP-Read Literacy-Brown	5,459.00	0.00	1.00	5,458.00	99.98 %
199-11-6143-90-109-5-24-0-00	Wk's Comp - CP-PreK-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R2-109-5-24-0-00	Wk's Comp - CP-Solution Team-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-109-5-24-0-00	Wk's Comp - CP-At Risk Stdnt Sup-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-109-5-24-0-00	Wk's Comp - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-109-5-24-0-00	Wk's Comp - CP-Read Literacy-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-109-5-30-0-00	Wk's Comp - CP-AFL-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-90-109-5-24-0-00	Teacher Retirement - CP-PreK-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R2-109-5-24-0-00	Teacher Retirement - CP-Solution Team-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-109-5-24-0-00	Teacher Retirement - CP-At Risk Stdnt Sup-Brown	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.
199-11-6146-R5-109-5-24-0-00	Teacher Retirement - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-109-5-24-0-00	Teacher Retirement - CP-Read Literacy-Brown	952.00	0.00	25.60	926.40	97.31 %
199-11-6146-B1-109-5-30-0-00	Teacher Retirement - CP-AFL-Brown	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		69,484.00	0.00	5,785.88	63,698.12	
199-11-6329-CP-109-5-24-0-00	Reading Materials - CP-Campus Cost-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-109-5-24-0-00	General Supplies - CP-Campus Cost-Brown	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-B1-109-5-30-0-00	General Supplies - CP-AFL-Brown	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
11 Total		69,484.00	0.00	5,785.88	63,698.12	
199-13-6118-R5-109-5-24-0-00	Extra Duty - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-B1-109-5-30-0-00	Extra Duty - CP-AFL-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-109-5-24-0-00	Professional Salary - CP- Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-RR-109-5-24-0-00	Professional Salary - CP-Read Lit-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-109-5-24-0-00	FICA - CP- Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-R5-109-5-24-0-00	FICA - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-RR-109-5-24-0-00	FICA - CP-Read Lit-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-B1-109-5-30-0-00	FICA - CP-AFL-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-109-5-24-0-00	Health/Life Ins - CP- Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-R5-109-5-24-0-00	Health/Life Ins - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-RR-109-5-24-0-00	Health/Life Ins - CP-Read Lit-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-B1-109-5-30-0-00	Health/Life Ins - CP-AFL-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-109-5-24-0-00	Wk's Comp - CP- Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-R5-109-5-24-0-00	Wk's Comp - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-RR-109-5-24-0-00	Wk's Comp - CP-Read Lit-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-B1-109-5-30-0-00	Wk's Comp - CP-AFL-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-109-5-24-0-00	Teacher Retirement - CP- Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-R5-109-5-24-0-00	Teacher Retirement - CP-SSIG-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-RR-109-5-24-0-00	Teacher Retirement - CP-Read Lit-Brown	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-B1-109-5-30-0-00	Teacher Retirement - CP-AFL-Brown	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.
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
199-13-6298-R6-109-5-24-0-00	Misc Contracted Services - CP-Tech Support/1D-Brown	1,693.00	1,692.31	0.00	0.69	0.04 %
Total 6200 Purchase & Contracted Services		1,693.00	1,692.31	0.00	0.69	
13 Total		1,693.00	1,692.31	0.00	0.69	
199-23-6125-R5-109-5-24-0-00	Part-Time Hourly - CP-Stdnt Supt-Brown	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-R5-109-5-24-0-00	FICA - CP-Stdnt Supt-Brown	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-R5-109-5-24-0-00	Wk's Comp - CP-Stdnt Supt-Brown	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-R5-109-5-24-0-00	Teacher Retirement - CP-Stdnt Supt-Brown	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
199-23-6396-R6-109-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
23 Total		0.00	0.00	0.00	0.00	
199-31-6117-00-109-5-24-0-00	Career Ladder - CP-Brown	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-00-109-5-24-0-00	Extra Duty - CP-Brown	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-109-5-24-0-00	Professional Salary - CP-Brown	46,188.00	0.00	5,186.92	41,001.08	88.76 %
199-31-6141-00-109-5-24-0-00	FICA - CP-Brown	3,416.00	0.00	262.30	3,153.70	92.32 %
199-31-6142-00-109-5-24-0-00	Health/Life Ins - CP-Brown	5,463.00	0.00	454.90	5,008.10	91.67 %
199-31-6143-00-109-5-24-0-00	Wk's Comp - CP-Brown	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-109-5-24-0-00	Teacher Retirement - CP-Brown	555.00	0.00	47.09	507.91	91.51 %
Total 6100 Payroll Costs		55,622.00	0.00	5,951.21	49,670.79	
199-31-6329-CP-109-5-24-0-00	Reading Materials - CP-Campus Cost-Brown	0.00	0.00	0.00	0.00	0.00 %
199-31-6396-CP-109-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-Campus	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-109-5-24-0-00	General Supplies - CP-Campus Cost-Brown	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.
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-31-6411-CP-109-5-24-0-00	Employee Travel - CP-Campus Cost-Brown	250.00	0.00	0.00	250.00	100.00 %
Total 6400 Other Operating Costs		250.00	0.00	0.00	250.00	
31 Total		55,872.00	0.00	5,951.21	49,920.79	
199-61-6121-B1-109-5-30-0-00	Overtime - CP-AFL-Brown	0.00	0.00	115.38	-115.38	0.00 %
199-61-6129-B1-109-5-30-0-00	Support Personnel Salary - CP-AFL-Brown	16,000.00	0.00	1,785.17	14,214.83	88.84 %
199-61-6139-B1-109-5-30-0-00	Employee Allowance - CP-AFL-Brown	312.00	0.00	26.00	286.00	91.66 %
199-61-6141-B1-109-5-30-0-00	FICA - CP-AFL-Brown	1,224.00	0.00	117.93	1,106.07	90.36 %
199-61-6142-B1-109-5-30-0-00	Health/Life Ins - CP-AFL-Brown	2,734.00	0.00	210.12	2,523.88	92.31 %
199-61-6143-B1-109-5-30-0-00	Wk's Comp - CP-AFL-Brown	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-109-5-30-0-00	Teacher Retirement - CP-AFL-Brown	101.00	0.00	8.41	92.59	91.67 %
Total 6100 Payroll Costs		20,371.00	0.00	2,263.01	18,107.99	
199-61-6399-B1-109-5-30-0-00	General Supplies - CP-AFL-Brown	0.00	200.00	0.00	-200.00	0.00 %
Total 6300 Supplies & Materials		0.00	200.00	0.00	-200.00	
199-61-6497-B1-109-5-30-0-00	Food/Refreshment - CP-AFL-Brown	0.00	500.00	0.00	-500.00	0.00 %
Total 6400 Other Operating Costs		0.00	500.00	0.00	-500.00	
61 Total		20,371.00	700.00	2,263.01	17,407.99	
Total Fund 199 General Fund		147,420.00	2,392.31	14,000.10	131,027.59	

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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)		147,420.00	2,392.31	14,000.10	131,027.59	

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