

Cunningham Elementary School

2014-2015

Campus Improvement Plan

Austin Independent School District



CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	<input checked="" type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
<ul style="list-style-type: none"> self-orientation using materials on CAC website 	<input type="checkbox"/>
<ul style="list-style-type: none"> orientation at CAC meeting (provided by campus) 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> orientation at CAC meeting (provided by central office) 	<input type="checkbox"/>
<ul style="list-style-type: none"> district-wide orientation session 	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
<ul style="list-style-type: none"> campus needs assessment 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> campus objectives and strategies to address identified areas for improvement 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> the approach to setting campus performance targets 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> 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	Hours
<ul style="list-style-type: none"> By CAC and/or CAC subcommittees 	10
<ul style="list-style-type: none"> By campus administration and/or leadership team 	15

We confirm the above information as correct ...

Position	Name	Date
Principal	Amy Lloyd	9-29-14
Co-Chair	Maureen Haskell	9-29-14
Co-Chair	Shelby Bujan	9-29-14



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

Vision

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

Values

- Focus on Children
- Excellence
- Integrity
- Equity
- Respect
- Health and Safety

Goals

1. All students will perform at or above grade level.
2. Achievement gaps among all student groups will be eliminated.
3. All students will graduate ready for college, career, and life in a globally competitive economy.
4. All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards.

CAMPUS ADVISORY COUNCIL (CAC): SY 2014-15 Membership

Non-Voting Members	Name
Principal	Amy Lloyd

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	Last Tuesday
Time:	4:00

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Maureen Haskell	X					
Parent	Nicole Reed						
Parent							
Professional Staff Member	Shelby Bujan	X					
Professional Staff Member	Sherry Graham						
Professional Staff Member	Wency Martinez						
Classified Staff Member	Randy Howard						
Business Representative	Emily Withers – A+FCU						
Community Representative	Pastor Jeanne Devine – Berkeley Methodist						

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 results, TEMI Primary Math Data**

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

- Math improvement in 4th grade most critical following STAAR
- Writing in 4th grade is critical area
- Attendance is below 97.4%

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 <input type="checkbox"/> State: Below safeguard target						
Performance Objective: Instruction by highly qualified staff						
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
Teachers will be ESL and T certified	Highly qualified ESL and Bilingual teachers	Administrators	Applitrack candidates, 30 hour GT updates, 6 hour GT updates	100% Q teachers	August 2014	ongoing
Teachers will have one year to get required certificate	100% Q staff	Teachers needing certification and administrators	TEA and AISD certifications	100% passing required certification	June 2015	ongoing

Table #CI-2 <input type="checkbox"/> State: Below safeguard target						
Performance Objective: Transition for students to next grade						
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
Provide a transition day for all grade levels to visit the next year grade level classroom and hear expectations	Activities to help students transition to the next grade level	All classroom teachers Administration Cabinet Specialists	Provide the plan for transition day to cabinet and CAC at the May meetings	100% of students visit the next year grade level on Transition day	May 2015	ongoing
Provide Transition ARDs for Special Education students on the 6 th grade campus	Activities to help students	Administrator Sped Staff Gen Ed staff	Time and date at the 6 th grade campus	100% of the Sped students have a transition ARD	May 2015	ongoing

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

	transition to the next grade level		(Covington)			
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Table #CI-3

☐ State: Below safeguard target

Performance Objective: Inclusion of teachers in decisions about assessment to improve performance

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
Following the BoY, MoY, MoY2 provide data meetings with grade level teams to review data and plan for intervention small group TEK lessons for struggling students	Activities to help students reach proficient and advanced standards	Administration Cabinet Classroom teachers specialists	Substitutes for data days	100% of grade levels create plans to teach the needed review TEKS each week	March 2015	ongoing
Using BoY, MoY, MoY 2 and previous STAAR, teachers will monitor commended levels of GT identified students to ensure advanced academic standards provided	Activities to help students reach proficient and advanced standards	Administration Cabinet Classroom teachers Specialists GT advocate	Campus wide PD following data showing commended scores	100% of the GT students to have GT extensions as evidenced in the lesson plans	June 2015	ongoing
Improve technology scores in 5 th grade by incorporating 21 st century skills with content learning	Activities to help students reach	Administration Cabinet Classroom teachers	Staff development on using technology for learning.	Each grade level will implement 21 st century skills in at least one content	June 2015	ongoing

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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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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	proficient and advanced standards	specialists		area during the school year.		
Improve TELPAS scores for English acquisition in primary grades	Measures to include teachers in the TELPAS growth data for listening,	LPAC chairs Bilingual and ESL teachers	Staff development on rating students on TELPAS	1 st and 2 nd grade will have 80% of the students make a year's growth in English acquisition.	June 2015	ongoing

Table #CI-4

☐ State: Below safeguard target

Performance Objective: Deeper planning and professional development to help students reach proficient and advanced standards

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
Teams develop PLC practices to shift from a focus on teaching to a focus on learning.	Activities to help students reach proficient and advanced standards	Administration Cabinet Classroom teachers specialists	PLC materials, PD days	100% of grade levels use and practice PLC team meeting model to create lesson plans	May 2015	ongoing
Teams use weekly math data to plan deep math lessons	Activities to help students	Administration Cabinet Classroom	Math data at all team planning meetings	100% of teams use math data in planning deep lessons	June 2015	ongoing

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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	reach proficient and advanced standards	teachers Specialists				
Teams plan for and improve writer's workshop model across whole campus	Activities to help students reach proficient and advanced standards	Administration Cabinet Classroom teachers specialists	Staff development on using the WW model.	Each grade level will implement and plan for the writer's workshop model.	June 2015	ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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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-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
Establish and build GAVA Wellness Team	Increase Parental Involvement	Admin, Teachers, PTA Health & Wellness team GAVA	GAVA	Monthly meeting agendas	August-May 2014-15	ongoing
Provide after-school and evening Zumba lessons.	Increase Parental Involvement	Health & Wellness team GAVA	Teacher Certification, Childcare, Location	Staff, student and parent sign in	October-May 2014-15	ongoing
Increase Fitness gram scores by 10% - grades 3-5	Activities to help students reach proficient and advanced standards	PE teacher Classroom teachers	CDs for fitness gram practice by classroom teachers during WOW	7% increase in Scores on post-fitness gram assessment	May 2015	ongoing
Provide families the marathon kids documentation to reach 26 miles	Increase Parental Involvement	PE teacher	Forms to record miles	7% increase in participation in Marathon Kids over last year	March 2015	ongoing

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
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Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through:						
1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) 2. Student participation in physical activities 3. Improvement of Fitnessgram results for all students 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
Increase student participation in PEAS Farm.	Activities to help students reach proficient and advanced standards	Administrators, PE teachers, classroom teachers, GAVA Wellness team	PD on Farm lessons	100% of staff including PEAS Farm activities in lesson plans monthly.	August-May 2014-15	ongoing

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
Develop new campus activities for No Place for Hate status and build deeper into our SEL lessons	School-wide reform strategy	Administrator SEL Leaders for campus	Meetings and plans	100% of Faculty participate in activities and 100% of classrooms deepen SEL, as measured by SEL walk-throughs.	August-May 2014-15	ongoing

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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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
Develop expressive, creative, emotionally strong lessons in all grade levels	Schoolwide reform Strategy	Admin, teachers, specialists	Creative Learning Initiative training and PD	CLI lessons in all classrooms	August-May 2014-15	ongoing
Develop MicroSociety model in all grades to increase 21 st century skills and drop-out prevention	Schoolwide reform Strategy	Admin, teachers, specialists	MicroSociety training and materials	Successful schoolwide elections, monthly city council meetins and monthly Market Days	Sept-May 2014-15	ongoing
Implement multi-cultural campus-wide activities	Schoolwide reform Strategy	Admin, teachers, specialists, Dual Language committee	Dual language committee planning and materials for activities	Successful multi-cultural quarterly activity days captured in film	Sept-May 2014-15	ongoing

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 communication to parents in English and Spanish for all materials going home	Increased parental involvement Communication	Administration Classroom teachers Specials teachers Specialists	Translators from English to Spanish	Title 1 binder with communications for each month	Aug-May 2015	ongoing

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-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
	to parents about assessments					
Provide parent information nights including Literacy Night	Increased parental involvement Communication to parents about assessments	Administration Cabinet Classroom teachers Specialists Special areas	Teams to have representatives from an ESL and Bilingual classes	Title 1 binder with communications for each month	Aug-May 2015	ongoing
Provide monthly Parent Coffee	Increased parental involvement Communication to parents about assessments	Administrator	Paper to copy agenda and information	Parent coffee meetings on the last Friday of each month as evidenced in the Title 1 binder sign in and notes	Sept-May 2015	ongoing
Provide the Principal/PTA Newsletter in English and Spanish at the beginning of each month to all students to take home to parents	Increased parental involvement Communication to parents about assessments	Administrator	Paper for copying	Copies of the Principal/PTA Newsletter in the Title 1 binder in English and Spanish	June 2015	ongoing

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
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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
Provide attendance data in Principal Newsletters for parents	Increased parental involvement Communication to parents about attendance data	Principal				

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
Provide campus-wide opportunity for PD during the summer in Responsive Classroom strategies to increase student engagement in learning.	Instruction by HQ staff in writing Ongoing PD Needs assessment School-wide reform	Administration Classroom teachers	1 week PD Continued online PD for whole campus	5 Professional teaching staff will attend summer 1 week PD as evidenced by sign in and completion certifications	July-May 2015	ongoing

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-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
	strategy			100% of teaching staff will participate in online ongoing PD throughout the school year.		

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: 17.2%		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
Provide intervention opportunities during the school day for students who need additional instructional support	Needs assessment, instruction by HQ staff, activities to help students	Administration, Classroom teachers, Specialists, Special areas	Provide PD for supplemental aids to support struggling students Continue to input data in eCST	100% of the staff will attend the PD by sped teachers showing how to use supplemental aids eCST site to show	Sept-May 2015	ongoing

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-5

Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 17.2%		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
	reach proficient and advanced standards		intervention and progress monitor those interventions	the interventions with the appropriate progress monitoring		

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: 48.9%		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
Provide push-in inclusion support for students during the day to allow for additional instructional support	Needs assessment, instruction by HQ staff, activities to help students	Administration, Cabinet Sped teachers Specialists Special areas	Materials for intervention Campus PD for interventions	LRE data to show 70% of Sped included in classrooms 80% of the day (excluding bilingual life skills, bilingual low functioning SCORES,	Aug-June 2015	ongoing

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) 4 th 6 weeks	
Campus rate: 48.9%		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
	reach proficient and advanced standards			bilingual PPCD)		

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

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:	Title I funds are supporting a 50% Math Specialist, and math push-in intervention tutors.
General Supplies for at-risk students:	Title I funds are spent on targeted struggling students in math and reading
Transition Services (from middle school to high school or from elementary school to middle school):	
Middle School reading and math initiatives:	
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	Extra duty pay for teachers providing after-school tutoring before STAAR
Reading specialists (to include literacy coaches):	Our Reading specialists plans interventions for all grade levels and provides both push in and pull out Tier 2 interventions for grades K-5. She analyzes reading data and helps create intervention groups and plans with the cabinet.
Math specialist (FTE for math interventions):	Our Title I Math Specialist plans interventions for grades 3-5 and provides both push in and pull out Tier 2 interventions for grades K-5. She analyzes math data and helps create intervention groups and plans with the cabinet.
Elementary Counselors:	Our counselor provides support with guidance classes to students in each grade level 2x per month, interacts with parents and chairs and eCST system for our school, organizes transition day for students and other duties as needed.
Dropout prevention services:	
DELTA (or other credit recovery programs):	
Parent Support Specialist (or other parent involvement expenses):	
9 th Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	

APPENDIX A-2

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

X	Assign teachers to areas in which already meet HQ
X	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
X	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:

Components		Objective Table #(s)
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	

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		
Personnel				
Math Specialist	Support math problem solving, fluency, and computation	We have identified students who need math support through BOY assessments	\$28,005	Assessment data correlated with Math
PT Hourly	2 Interventionists who are retired teachers will push in and pull out small groups of students struggling in math	Our EoY scores show students that failed STAAR and need intervention at the beginning of school.	\$10,791	MoY scores improve from BoY and MoY 2 scores improve to final EoY STAAR and benchmark assessments
			\$	
Instructional Supplies, Materials, and Equipment				
Math and reading workbooks	Individualized targeted math and reading skills and strategies will be taught through small group push-in lessons with specific focused math and reading workbook materials.	Title 1 struggling students come with limited resources and need additional math and reading support in small group.	\$10,217	Scores on STAAR and primary reading and math
			\$	
			\$	
Professional Development/Staff Training				
Parent professional development	Send 4 parents to Statewide Parent Involvement Conference at Texas State university	Parents will learn specific ways to support their children’s educational learning.	\$604	Parent feedback assessment survey

			\$	
			\$	
Community Services (Function 61)				
			\$	
			\$	
			\$	
Other Requests				
			\$	
			\$	
			\$	
TOTAL (Must Match BTO Total)			\$49,013	

Campus Scorecard 2014-15
113 - Cunningham 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	43%	47%	44%	52%
Afr Amer	22%	50%	*	29%
Hispanic	35%	37%	41%	50%
White	55%	66%	55%	61%
Asian	75%	*	*	100%
Two+	64%	14%	*	58%
SpEd	30%	30%	47%	55%
ECD	34%	36%	33%	43%
ELL	*	*	38%	47%

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	29%	37%	32%	42%
Afr Amer	11%	*	*	15%
Hispanic	24%	30%	32%	42%
White	45%	51%	41%	50%
Asian	63%	*	*	15%
Two+	18%	14%	*	43%
SpEd	25%	30%	43%	52%
ECD	21%	26%	20%	32%
ELL	20%	17%	33%	43%

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	28%	39%	24%	36%
Afr Amer	*	*	*	43%
Hispanic	21%	36%	24%	35%
White	33%	43%	*	33%
Asian	*	-	*	100%
Two+	*	*	*	15%
SpEd	22%	56%	*	36%
ECD	18%	28%	19%	31%
ELL	*	*	*	47%

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	29%	25%	53%	60%
Afr Amer	*	*	*	43%
Hispanic	24%	14%	41%	50%
White	44%	39%	70%	74%
Asian	*	*	-	0%
Two+	*	*	*	58%
SpEd	25%	*	*	36%
ECD	23%	18%	31%	42%
ELL	*	*	*	43%

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	20%	21%	15%	19%
Afr Amer	6%	10%	*	5%
Hispanic	13%	12%	8%	13%
White	34%	38%	30%	33%
Asian	38%	*	*	5%
Two+	27%	14%	*	37%
SpEd	4%	4%	*	8%
ECD	12%	13%	10%	14%
ELL	*	*	*	13%

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%	17%	12%	16%
Afr Amer	<1%	*	*	5%
Hispanic	9%	12%	8%	13%
White	21%	28%	23%	27%
Asian	38%	*	*	5%
Two+	<1%	<1%	*	5%
SpEd	4%	<1%	*	5%
ECD	6%	12%	*	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 Writing - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	4%	11%	*	5%
Afr Amer	*	*	*	5%
Hispanic	4%	12%	*	5%
White	7%	14%	*	5%
Asian	*	-	*	5%
Two+	*	*	*	5%
SpEd	<1%	22%	*	5%
ECD	<1%	8%	*	5%
ELL	*	*	*	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%	5%	22%	26%
Afr Amer	*	*	*	5%
Hispanic	4%	3%	*	18%
White	22%	11%	35%	38%
Asian	*	*	-	0%
Two+	*	*	*	5%
SpEd	<1%	*	*	17%
ECD	6%	6%	*	17%
ELL	*	*	*	21%

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	60%	54%	70%
Afr Amer	*	*	70%
Hispanic	56%	48%	70%
White	69%	62%	70%
Amer Ind	-	-	70%
Asian	*	*	100%
Two+	*	*	70%
SpEd	71%	36%	75%
ELL	-	56%	70%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	54%	59%	70%
Afr Amer	*	*	70%
Hispanic	50%	54%	70%
White	63%	68%	70%
Amer Ind	-	-	70%
Asian	*	*	70%
Two+	*	*	70%
SpEd	*	39%	75%
ELL	-	56%	70%

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	12%	15%	20%
Afr Amer	*	*	20%
Hispanic	9%	14%	20%
White	14%	22%	25%
Amer Ind	-	-	20%
Asian	*	*	20%
Two+	*	*	20%
SpEd	<1%	*	25%
ELL	-	*	25%

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	22%	30%	35%
Afr Amer	*	*	20%
Hispanic	22%	30%	35%
White	23%	32%	35%
Amer Ind	-	-	20%
Asian	*	*	20%
Two+	*	*	30%
SpEd	*	*	30%
ELL	-	*	25%

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	84%	76%	86%	90%
Kinder DRA Spanish	45%	60%	69%	80%
1st DRA English	55%	83%	59%	80%
1st DRA Spanish	*	*	*	80%
2nd DRA English	59%	62%	79%	80%
2nd DRA Spanish	*	*	*	80%

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	96.1%	96.6%	96.0%	95.8%	96.0%
Afr Amer	97.2%	97.6%	96.8%	95.7%	96.0%
Hispanic	95.7%	96.4%	95.9%	95.8%	96.0%
White	95.8%	96.3%	95.7%	95.9%	96.0%
Amer Ind	*	*	*	*	96.0%
Asian	98.7%	98.5%	97.3%	98.2%	99.0%
Two+	97.6%	96.9%	95.9%	94.5%	96.0%
ECD	95.8%	96.4%	95.8%	95.6%	96.0%

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

* Denominator is less than 900(excluding 0)

- Denominator is 0

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	*	*	*	*	*	*	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	*	*	12	2.42%	12	2.51%	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	5	1.78%	6	2.21%	0.00%
White	*	*	6	4.48%	*	*	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 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	445	422
Afr Amer	41	41
Hispanic	247	232
White	122	109
Amer Ind	2	1
Asian	11	9
Two+	21	29

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	29	*	*	25	*	*	5%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	23	*	*	18	*	*	3%
White	*	*	*	18	*	*	10%
SpEd	5	*	*	6	*	*	20%
ECD	27	*	*	23	*	*	6%

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	6	*	*	*	*	*	6	5	83%	*	*	*	5	*	*	*	*	*
F	Hispanic	60	36	60%	32	23	72%	49	31	63%	17	14	82%	58	40	69%	31	27	87%
F	White	25	19	76%	7	7	>99%	23	18	78%	12	10	83%	21	14	67%	13	12	92%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		91	57	63%	43	33	77%	78	54	69%	30	25	83%	84	58	69%	48	43	90%
M	Afr Amer	13	6	46%	5	5	>99%	6	*	*	*	*	*	12	5	42%	*	*	*
M	Hispanic	58	29	50%	33	26	79%	66	36	55%	28	23	82%	67	48	72%	37	37	>99%
M	White	25	18	72%	9	8	89%	36	25	69%	17	14	82%	31	23	74%	24	23	96%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		96	53	55%	47	39	83%	108	62	57%	49	41	84%	110	76	69%	63	62	98%
Total		187	110	59%	90	72	80%	186	116	62%	79	66	84%	194	134	69%	111	105	95%

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-113-5-24-0-00	Career Ladder - CP-Read Literacy-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-113-5-24-0-00	Extra Duty - CP-SSIG-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-113-5-24-0-00	Extra Duty - CP-AYP Elem-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-113-5-30-0-00	Extra Duty - CP-AFL-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-90-113-5-24-0-00	Professional Salary - CP-PreK-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-113-5-24-0-00	Professional Salary - CP-Read Literacy-Cunningham	66,185.00	0.00	6,408.28	59,776.72	90.31 %
199-11-6121-R5-113-5-24-0-00	Overtime - CP-SSIG-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R8-113-5-24-0-00	Overtime - CP-AYP Elem-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-113-5-24-0-00	Part-Time Hourly - CP-SSIG-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-113-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-113-5-24-0-00	FICA - CP-PreK-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-113-5-24-0-00	FICA - CP-SSIG-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-113-5-24-0-00	FICA - CP-AYP Elem-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-113-5-24-0-00	FICA - CP-Read Literacy-Cunningham	5,063.00	0.00	426.47	4,636.53	91.57 %
199-11-6141-B1-113-5-30-0-00	FICA - CP-AFL-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-90-113-5-24-0-00	Health/Life Ins - CP-PreK-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-113-5-24-0-00	Health/Life Ins - CP-SSIG-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-113-5-24-0-00	Health/Life Ins - CP-Read Literacy-Cunningham	6,232.00	0.00	417.25	5,814.75	93.30 %
199-11-6143-90-113-5-24-0-00	Wk's Comp - CP-PreK-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-113-5-24-0-00	Wk's Comp - CP-SSIG-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-113-5-24-0-00	Wk's Comp - CP-AYP Elem-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-113-5-24-0-00	Wk's Comp - CP-Read Literacy-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-113-5-30-0-00	Wk's Comp - CP-AFL-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-90-113-5-24-0-00	Teacher Retirement - CP-PreK-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-113-5-24-0-00	Teacher Retirement - CP-SSIG-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-113-5-24-0-00	Teacher Retirement - CP-AYP Elem-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-113-5-24-0-00	Teacher Retirement - CP-Read Literacy-Cunningham	702.00	0.00	94.17	607.83	86.58 %
Total 6100 Payroll Costs		<u>78,182.00</u>	<u>0.00</u>	<u>7,346.17</u>	<u>70,835.83</u>	
199-11-6298-MI-113-5-24-0-00	Misc Contracted Services - CP-Vert Team	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	

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Campus/Org Expense Listing
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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6321-CP-113-5-24-0-00	Textbooks - CP-Campus Cost-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-87-113-5-24-0-00	Reading Materials - CP-Math/Read Init-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-CP-113-5-24-0-00	Reading Materials - CP-Campus Cost-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-113-5-24-0-00	General Supplies - CP-Campus Cost-Cunningham	400.00	0.00	0.00	400.00	100.00 %
199-11-6399-R5-113-5-24-0-00	General Supplies - CP-SSIG-Cunningham	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>400.00</u>	<u>0.00</u>	<u>0.00</u>	<u>400.00</u>	
11 Total		<u>78,582.00</u>	<u>0.00</u>	<u>7,346.17</u>	<u>71,235.83</u>	
199-13-6298-R6-113-5-24-0-00	Misc Contracted Services - CP-Tech Supp-Cunningham	1,693.00	1,692.31	0.00	0.69	0.04 %
Total 6200 Purchase & Contracted Services		<u>1,693.00</u>	<u>1,692.31</u>	<u>0.00</u>	<u>0.69</u>	
13 Total		<u>1,693.00</u>	<u>1,692.31</u>	<u>0.00</u>	<u>0.69</u>	
199-23-6396-R6-113-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
23 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-31-6118-00-113-5-24-0-00	Extra Duty - CP-Cunningham	0.00	0.00	54.38	-54.38	0.00 %
199-31-6119-00-113-5-24-0-00	Professional Salary - CP-Cunningham	54,995.00	0.00	5,080.49	49,914.51	90.76 %
199-31-6141-00-113-5-24-0-00	FICA - CP-Cunningham	4,520.00	0.00	291.32	4,228.68	93.55 %
199-31-6142-00-113-5-24-0-00	Health/Life Ins - CP-Cunningham	5,355.00	0.00	415.75	4,939.25	92.23 %
199-31-6143-00-113-5-24-0-00	Wk's Comp - CP-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-113-5-24-0-00	Teacher Retirement - CP-Cunningham	651.00	0.00	20.89	630.11	96.79 %
Total 6100 Payroll Costs		<u>65,521.00</u>	<u>0.00</u>	<u>5,862.83</u>	<u>59,658.17</u>	
199-31-6329-CP-113-5-24-0-00	Reading Materials - CP-Campus Cost-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-113-5-24-0-00	General Supplies - CP-Campus Cost-Cunningham	400.00	0.00	0.00	400.00	100.00 %
Total 6300 Supplies & Materials		<u>400.00</u>	<u>0.00</u>	<u>0.00</u>	<u>400.00</u>	

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-31-6411-CP-113-5-24-0-00	Employee Travel - CP-Campus Cost-Cunningham	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		0.00	0.00	0.00	0.00	
31 Total		65,921.00	0.00	5,862.83	60,058.17	
199-33-6399-CP-113-5-24-0-00	General Supplies - CP-Campus Cost-Cunningham	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
33 Total		0.00	0.00	0.00	0.00	
199-61-6129-B1-113-5-30-0-00	Support Personnel Salary - CP-AFL-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-61-6139-B1-113-5-30-0-00	Employee Allowance - CP-AFL-Cunningham	0.00	0.00	26.00	-26.00	0.00 %
199-61-6141-B1-113-5-30-0-00	FICA - CP-AFL-Cunningham	0.00	0.00	1.98	-1.98	0.00 %
199-61-6142-B1-113-5-30-0-00	Health/Life Ins - CP-AFL-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-61-6143-B1-113-5-30-0-00	Wk's Comp - CP-AFL-Cunningham	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-113-5-30-0-00	Teacher Retirement - CP-AFL-Cunningham	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	27.98	-27.98	
61 Total		0.00	0.00	27.98	-27.98	
Total Fund 199 General Fund		146,196.00	1,692.31	13,236.98	131,266.71	

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Campus/Org Expense Listing
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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		146,196.00	1,692.31	13,236.98	131,266.71	

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