



Govalle 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):	
• self-orientation using materials on CAC website	<input type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input type="checkbox"/>
• district-wide orientation session	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
• campus needs assessment	<input checked="" type="checkbox"/>
• campus objectives and strategies to address identified areas for improvement	<input checked="" type="checkbox"/>
• the approach to setting campus performance targets	<input type="checkbox"/>
• campus budget	<input checked="" type="checkbox"/>
The CAC was given an opportunity to review the complete draft CIP prior to submittal.	<input 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
• By CAC and/or CAC subcommittees	6
• By campus administration and/or leadership team	16

We confirm the above information as correct ...

Position		Date
Principal	Nancy Maniscalco	8/19/2014
Co-Chair	Antonio Delgado, Community	8/19/2014
Co-Chair	Diana Clemens, Staff	8/19/2014



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

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

Vision

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

Values

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

Goals

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

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

Non-Voting Members	Name
Principal	Nancy Maniscalco

Regularly Scheduled CAC meetings:		1.
Day of the Month	3 rd Monday	4:15

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Anthony Solis						
Parent	Irene Tapia						
Parent	Vincent Tovar		x				
Parent	Dariela Dominguez						
Parent	Daymara Perez						
Parent	Ben McKenzie						
Parent	Beatrice Aguilar						
Parent	Katina Paredes			x			
Professional Staff Member	Diana Clemens	x					Reading Specilist
Professional Staff Member	Leanne Reyes				x		
Professional Staff Member	Erin Foley				x		
Professional Staff Member	Allison Eden				x		
Professional Staff Member	Maricruz Martinez				x		
Professional Staff Member	William Frazier				x		
Professional Staff Member	Tom Mitchell					x	
Professional Staff Member	Laura Wooster				x		
Classified Staff Member	Dolores Perez, PSS						
Business Representative	Antonio Delgado, National Instruments	x					

Community Representative	Claudia Rocha, City of Austin						
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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)

- Qualitative input from parents

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

- Literacy achievement
- Math Achievement
- Science achievement
- Annual yearly progress for ELL students
- Increasing percentage of special education students in LRE
- Improving student attendance
- Increasing parent engagement
- Increasing staff collaboration and team building

TITLE 1 COMPONENTS

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

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

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #CI-1

☐ State: Below safeguard target

Performance Objective: Objective: Performance Objective 2: Increase percentage students meeting or exceeding STAAR passing standards in Mathematics to 80% and close STAAR performance gaps between all student groups including at risk, 504, Special Education, ELL, Economically Disadvantaged and GT students using best instructional practices based on scientific research and delivered by Highly Qualified teachers.

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
1. Consistently implement an effective, comprehensive computational fluency program school-wide.	2,8	Math Comp. Fluency instructor Math Specialist	Staff to facilitate program	CF data review and input daily to identify individual student fluency gaps. Interventions provided in a timely manner to ensure student mastery.	9/15/14	IP
2. Consistently implement a common problem solving process school wide.	2, 3,8	Administrators Teachers District Math Specialist	Provide PD on Problem of the Day and UPS check.	UPSCheck used for daily modeling of problem solving during Problem of the Day (POD) in each classroom. Students use UPSCheck independently and appropriately to solve problems.	9/15/14 10/15/14	IP

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		Pilar Rincon	LoneSTAAR Math, America Math, and Mentoring Minds	<p>LoneSTAAR Math and other effective resources used to provide rigorous, multi-step Math problems for POD.</p> <p>Hold students accountable for using UPS check for solving multistep and dual coded problems in their paired and independent problem solving work.</p> <p>Weekly review of fluency, problem solving data and student work during to determine patterns and adjust instruction (during Team Planning).</p>		
3. Provide engaging and meaningful Math instruction with student assignments that are fully aligned with the depth and	2, 3, 5,8	Administrators Classroom Teachers Math Spec.	Monthly half-day Team planning to deconstruct TEKS.	Current Student Expectations in the language of the TEKS posted and in use by students and teacher.	9/15/14	IP

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complexity of the TEKS.		Administrators Classroom teachers Math Specialist Area I Math Support	Modeling/coaching in questioning techniques.	Effective questioning strategies utilized to engage students in high level tasks and generate rigorous responses.	9/1/14	
			PD in best practices for Checking for Understanding and formative assessment strategies.	Use on-the-spot formative assessments to check for understanding and provide reteach.	Oct. 2014	
			Provide targeted training opportunities for teachers using modeling/observation and coaching of best practices.	Use effective anchors of support and other instructional resources, including word banks, student work and STAAR models in completing assignments.	9/8/14	
				Results of Weekly and SCA assessments used to plan and implement Guided Math lessons used in Team Planning and turned in to		

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				administrators. At least 80% of students will demonstrate proficiency in weekly and benchmark assessments.		
4. Conduct collaborative weekly and monthly team planning, data analysis.	1, 2, 3, 5	Teachers Administrators Math Specialist Reach Mentor District Math Spec. Admin. Team Reach Mentor Area I and Campus Math Specialists.	Provide full day subs for data analysis	Common planning formats aligned with the 9-box used to organize instruction around deconstructed SEs, ongoing assessment results and student work analysis. Student performance data during used during weekly Team Planning to inform small and whole group interventions.	Monthly 2014-15	IP

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5. Provide customized professional development to guarantee instructional equity, alignment in use of best practices, and decrease variability in effective learning experiences.	4,7	Teachers VT Math PLC Math Specialist Pilar Rincon	Provide monthly ½ day Team Planning sessions.	Teachers participate in monthly half-day grade-level Math planning sessions to deconstruct TEKS and plan for core instruction for the coming month. Minutes of meetings turned in. Monthly Math Vertical Team Planning sessions minutes with focus on vertical TEKS alignment of instruction and student work and Implementation Plan.	Monthly starting 9/30/14	IP
6. Explicitly teach and utilize the academic language of mathematics.	2, 3,8	Teachers Math Specialist Reach Mentor	.	Modeling, posting and use of Math academic vocabulary by students and teachers throughout instruction. Math vocabulary w/definitions and application in Math Journals. Math vocabulary taught using Frayer Model and other approved	10/15/14	

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				graphic models and proven strategies		
7. Accelerate the performance and ensure success of struggling Math students by implementing effective and timely interventions, supplemental support, and STAAR preparation programs.	1, 2, 3,8	Teachers Administrators Math Specialist	Guided Math refresher training	Guided Math daily occurs daily in each classroom Mixed review and STAAR Math prep materials during interventions. Schoolnet item analysis used to analyze weekly and Benchmark results and develop comprehensive plans for interventions.	10/3/14	IP
			Math intervention materials	Provide Tier II interventions through daily Specialist push in support and after-school Tier III interventions.		

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Table #CI-2 ☐ State: Below safeguard target

Performance Objective: Increase percentage students meeting or exceeding STAAR passing standards in **Reading to 85%** and close STAAR performance gaps between all student groups including at risk, 504, Special Education, ELL, Economically Disadvantaged and GT students using practices based on scientific research and provided by highly qualified teachers.

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. Ensure independent mastery and development of reading stamina through the gradual release of responsibility. Implement all components of Balanced Literacy to provide scaffolds to develop reading skills and fluency, deepen comprehension and build independent stamina and understanding through gradual release of responsibility.	1, 2, 3,8	Administrators Teachers Reading Specialists Area I Support Team	Balanced Literacy training for new and identified teachers. Provide targeted training opportunities for teachers using modeling/observation and coaching of best practices.	Implement all components of Balanced Literacy through Readers' Workshop approach to provide scaffolds to develop reading skills and fluency, deepen comprehension and build individual stamina.	5/15	IP
B. Plan and implement student tasks/assignments which are fully aligned to the depth and complexity of the TEKS and SEs.	2, 8	Teachers Reading Specialists Administrators	Support monthly planning to deconstruct TEKS, plan assignments and gather resources for upcoming month.	Teachers plan and deliver TEKS- aligned, rigorous instruction with strategies embedded to hold students accountable for independent mastery.	Monthly team planning meetings	IP

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				Teachers will collaborate monthly with teammates to deconstruct the TEKS to ensure that assignments are appropriately rigorous and aligned to the SE's.		
C. Ensure the success of dyslexic students through training, timely identification and implementation of daily interventions and accommodations.	1, 2, 3, 4,8	Classroom teachers Dyslexia Designees Reading Specialist CST Team	Provide dyslexia accommodation training for all classroom teachers.	CST record will document dyslexia screening for all students who demonstrate dyslexia characteristics. Reading Specialists will receive Dyslexia Designee training Reading Specialists schedules will document daily customized interventions for dyslexic students.	9/12/14	IP
D. Ensure grade level reading mastery by providing accelerated instruction for	2, 3, 8	Administrators Teachers Reading Specialists	Provide training for reading interventionists	Provide intensive Tier II and Tier III Reading interventions daily and	Daily beginning Sept. 22	IP

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all struggling readers.				after school twice weekly.		
Utilize formative assessment strategies to ensure student understanding of concepts and application of skills.		Teachers Specialists Administration	Provide training and coaching in checking for understanding.	Teachers will implement the use of "show me," "corners," checklists, prepared questions, popsicle sticks, etc. to check for understanding and hold students accountable.	Integrated daily	

Table #CI-3 <input type="checkbox"/> State: Below safeguard target						
Performance Objective: Objective: Increase K-2 students reading at above grade level from 55% to 85% on end of year DRA/EDL assessments using research based instructional practices and programs provided by highly qualified teachers and specialists.						
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. Effectively analyze and use TPRI data to inform instruction and classroom interventions for struggling readers.	1, 2, 8	Teachers Primary Read. Spec.	Provide RTI training and coaching.	Teachers analyze and use TPRI data to customize interventions to student needs and adjust instruction accordingly	10/3/14 1/20/15 5/15/15	C
B. Ensure independent mastery of reading skills through the gradual release of responsibility.	2, 3, 8	Teachers Primary Reading Specialist Administrators	Provide training and coaching in the Daily Five.	Implement all components of Balanced Literacy through the Daily Five model.	5/15	IP

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C. Provide reading acceleration Tier II support for all K-2 grade students to ensure that they are at or above grade level by May, 2015.	2, 3, 8	Primary Reading Specialists ACE Tutors Classroom teachers		Provide daily Tier II & III (as needed) interventions with Reading Specialists. Provide ACE tutoring for “bubble” students. Progress monitor weekly using DIBELS (ACE) and AIMS web (Reading Specialists) for struggling students. Utilize Reading Streets and the new edition of SRA to customize Tier II & III interventions Analyze data to inform interventions and progress.	4/15/15	IP
D. Provide Primary Reading Specialist services for Tier II and Tier III students daily.	2, 4, 8	Primary Reading Specialists ACE tutors	Funds to pay for primary Reading Specialists	All Tier II and Tier III struggling readers will be identified. Daily, customized interventions for each identified student –ACE for Bubble students and Reading Specialists for	9/8 5/15	C

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

				<p>Tier II & Tier III students.</p> <p>Utilize Reading Streets and the new edition of SRA to target Tier II & III interventions.</p> <p>Use AIMSweb and Dibels to progress monitor.</p>	<p>9/15</p> <p>9/8</p>	
E. Provide effective transitioning activities for PreK students moving into Kindergarten	2, 3, 4, 11,8	Principals PreK and Kinder Teachers		<p>All Prek students will participate in a range of transitioning activities with Kindergarten.</p> <p>PreK and Kinder teachers will meet in the Spring to help effectively transition students.</p> <p>PreK and Kinder will visit each others' classroom during March.</p>	5/1/13	IP

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Table #CI-4 ☒ State: Below safeguard target

Performance Objective: Objective: Performance Objective 3: Increase percentage students meeting or exceeding STAAR passing standards in **Science to 80%** and close STAAR performance gaps between all student groups, including at risk, 504, Special Education, ELL, Economically Disadvantaged and GT students using instructional practices based on scientific research provided by highly qualified instructors.

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
1. Build release of responsibility into the new Science lesson cycle to deepen understanding and ensure independent mastery of Science concepts.	2, 3,8	Science teachers Science PLC Administrators Lee Warren	Planning time	The Science Lesson Planning format will be used to plan lessons, chunking the lesson into shorter, rigorous, and scaffolded sessions.	9/1	C
2. Explicitly incorporate reading of related Science text and writing about concepts into lessons to ensure 2D-3D-2D understanding of science concepts and connections to STAAR testing.	2, 3,8	Science teachers Lee Warren Administrators	Science/Literacy training	Students will read and discuss leveled, content specific Science readers and other materials to better understand concepts.	5/15	IP
3. Ensure that all teachers are aligning student assignments to the depth and complexity of the TEKS and SEs.	2, 3,8	Administrators Classroom Teachers Area I Science support	Inquiry training	Monthly TEKS deconstruction sessions	9/29/14-4/20/15	IP

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

4. Guarantee instructional equity, excellence and alignment, and decrease instructional variability.	2,8	Administrators Classroom Teachers		Quality, focused, and collaborative Team Planning will take place weekly for all teams. Monthly and periodic extended planning and data analysis will take place for all teams.	Weekly Monthly	IP
5. Ensure that students learn academic language of Science in both Spanish and English.	2, 3,8	Classroom Teachers		100% of bilingual classrooms will have Science vocabulary posted in both languages	9/1	IP
6. Implement formative assessments and checking for understanding throughout instruction to quickly clarify misconceptions, quickly reteach, and adjust instruction.	2, 3,8	Classroom teachers Administrators		Teachers will regularly incorporate “no opt out” strategies such as “show me,” “corners,” popsicle stick, and planned questioning throughout instruction. Teachers will use feedback from strategy use to quickly reteach individuals and small groups and/or adjust instruction for the class	5/15	IP

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #CI-5 <input checked="" type="checkbox"/> State: Below safeguard target						
Performance Objective: Objective: Increase percentage students meeting or exceeding STAAR passing standards in Writing to 90% and close STAAR performance gaps between all student groups including at risk, 504, Special Education, ELL, Economically Disadvantaged and GT students using practices based on scientific research.						
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
1.Ensure comprehensive implementation of the Writers' Workshop and the writing process at all grade levels.	2, 3, 4,8	Administrators Classroom teachers Area I Writing Support	Provide District comprehensive STAAR writing training to 4 th Grade teachers.	Connecting Reading and Writing instruction through the use of mentor texts will take place in all classrooms as per observation.	9/15/14	C
			Provide whole staff PD in the writing process and Writers Workshop through modeling and videotaping of expert of writing teacher.	100% of teachers will teach and post all 5 components of the writing process.	11/15	NS
				Lucy Calkin resources will be in use in all Grade K-4 classrooms.	9/22/14	
				Completed compositions will be published twice monthly in Grade 4 and once monthly in Grades K-3 & 5.	10/1/14	

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2.Explicitly teach revision and editing at all grade levels.	2, 3,8	Classroom Teachers Administrators		Writing adoption materials and external resources will be in use daily in all classrooms. Teachers will reinforce the accurate use of writing conventions throughout the revising and editing process.	5/15	IP
3.Fully align writing instruction to the rigor of the TEKS at all grade levels.	2, 3,8	Vertical Writing PLC Administrators Classroom Teachers Area Support Team	Provide training on STAAR Writing Scoring for all grade levels.	Vertical Writing PLCs will take place monthly with each grade level represented. All grade levels will participate in monthly extended planning time to deconstruct of the Writing TEKS and SEs for use in planning.	4/15	IP
3.Accelerate mastery of the writing process and use of conventions for struggling writing students.	2, 3, 4,8	Diana Clemens 4 th Grade Teachers		100% of struggling writing students will participate in afterschool and Saturday writing camps along with Friday STAAR Writing Camps.	11/13 – 2/14	NS

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Table #CI-6

☐ State: Below safeguard target

Performance Objective: 100% of Govalle students will acquire and use 21st Century Skills to prepare them for college and career.

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. Provide integrated and stand alone STEM experiences for students all students Kinder-5 twice annually.	2, 3, 4	Lana Stone, PBL specialist Classroom teachers Administrators	Engineering is Elementary kits. PD in robotics for identified teachers PD in project-based learning and STEM for classroom teachers	At least one EIE lesson (integrated with Science) and one Tech integrated PLB experience implemented in every K-5 classroom.	9/14-5/15	IP
B. Ensure that students grades 2-5 have access to Robotics curriculum.			Lego Robotics Kits	Robotics experiences conducted in identified classrooms. Robotics Team formed and competing in annual FLL competitions. Junior Robotics after school programming.	1/15-4/15	NS
C. Develop and provide grade-level appropriate technology experiences for Govalle students.				Grade level proficiency developing according to grade-specific technology scope and	9/1/13-5/14/14	IP

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			

				sequence. Annual STEM showcase. Monthly PBL/STEM vertical PLC meeting minutes. Computer Lab schedule		
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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. All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	2, 3	Coach Ruiz, classroom teachers	CATCH lessons, Health textbooks	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	On going	IP
b. The campus will show evidence of an environmental change using Coordinated School Health materials.	2, 3	Coach Ruiz, classroom teachers	CATCH lessons, Health textbooks	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	On going	IP

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-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
c. Elementary campuses will have two family fitness fun nights annually.	2, 3, 6	Coach Ruiz, classroom teachers, PSS, Cafeteria Manager	CATCH lessons, Health textbooks	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	On going	NS
d. 85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	2, 3	Coach Ruiz, classroom teacher	District curriculum guides, TEKS	Students' data will be entered in Grade Speed according to grade level and teacher.	Quarterly	IP
e. 100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	2, 3	Coach Ruiz	District curriculum guides	All students' data will be entered in Fitnessgram according to teacher and campus.	5/15	NS
f. Identify students in the 85 th to 99 th plus percentile to	2, 3	Coach Ruiz	District curriculum guides	Using Fitnessgram, the campus will be able to	12/14	NS

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-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
receive health and wellness information and case management for obesity.				identify the groups of students that fall within identified categories. The students in the 99 th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.		
g. Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	6, 7	Principals	Fitnessgram results	Spot checks to see if data were received.	4/15	NS
h. All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	3	Classroom teachers	CATCH equipment	Teachers and students being physically active during the school day. Identification of WOW lessons used written	5/15	IP

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-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
				into teachers' daily lesson plans.		
i. Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	9, 6	Principals, PSS	Report form Texas Department of Agriculture	<p>No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.</p> <p>Principals will share the nutrition memo with staff, teachers, PTA, and parents.</p> <p>Principals will communicate contents of the policy across stakeholders.</p> <p>3 exempted days identified</p>	5/15	IP

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-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
Ensure that every child has access to quality, engaging instruction in an orderly, safe and inclusive classroom and school environment.	2, 3, 4	Administrators SEL Team No Place for Hate rep	Classroom management and relationship building training and mentoring for new teachers and teachers in need.	Aligned and effective school wide behavior management systems, including the "Safe Circle," developed and in place.	8/26	IP
		AISD SEL staff	SEL and 2 nd Step training for new teachers.	100% of staff implement PBS and SEL Schoolwide system.	9/1/14	
				Weekly 2 nd Step classroom sessions scheduled and documented.	9/1/14	
		AISD NPH staff	Training in culturally responsive practices.	Classroom Peace Areas established and used in 100% of classrooms. Culturally responsive practices in every	9/1/14 1/6/14	

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-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
				classroom. Implement No Place for Hate Curriculum.	11/14-5/14	

Table #DR-3

Performance Objective: Parental involvement will be encouraged.						
Applicable Strategic Plan Goal(s): 1,2,3						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide parent communication and outreach, languages they understand, to promote engagement and participation in the academic life of their children and the daily life of the school to promote high student achievement.	6,10	Parent Support Specialist Administrators Counselor	Funds for refreshments and childcare	Family evening events, seminars and academic events conducted at least once monthly. Provide parent education programs in academic standards, standardized testing, and interpreting the results of STAAR tests and Primary reading	3 rd Thursday of each month. 11/13-5/14	IP

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
				and math assessments.		
				Provide parenting and leadership training.	11/13	
				SEL training provided twice annually.	9/14 & 1/13	
				Dual Language training provided once annually	11/14	
				Parent/Principal coffees scheduled once monthly.	1 st Friday of each month	
				Health and Career Fairs scheduled.	11/13 & 4/14	
				Monthly campus and parent room newsletters published and posted on website.	1 st week of each month	
				Community Walk Scheduled	11/11/13	
					4/14	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components					
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>					
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards			
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs			
3 Instruction by HQ staff	7 Measures to include teachers in decisions	10 Communication with parents regarding student assessment results			
4 Ongoing PD	about use of assessment to improve perf.	11 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
				Campus Climate Surveys		
Provide information for parents to prepare their children for higher education and career opportunities	6	Counselor Parent Support Specialist	Funds for refreshments and child care	Parent training session on prerequisite academic skills and knowledge to prepare for higher education and career opportunities.	2/14	NS
CAC & PTA recruitment	6	Parent Support Specialist Administrators PTA	Flyers	CAC members recruited PTA membership drive PTA officer elections	4/14 9/13 4/14	NS

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
Align vertically in the consistent, quality implementation of Social and Emotional Learning campus	3	SEL Team Administrators	SEL refresher training for experienced teachers/SEL initial	As per Deeds data, student discipline referrals will decline by 20% and student	9/29/14-5/29/15	IP

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
wide.			training and coaching for new teachers.	achievement will increase by 10%		
Ensure vertical process and common language for math problem solving	3	Administrators Math Specialist		Training provided in UPScheck for teachers not yet trained or using process.	11/4/14	IP
Provide comprehensive training(Area 1) in the new Math TEKS for Kinder-5 th to ensure instruction aligns with the new standards.	3	Administrators Math Specialist	Materials from Area I	Instruction aligned fully with new Math TEKS. Teachers unpack TEKS during Monthly Planning	11/4/14	NS
Provide ongoing training and coaching in the use of strategies for assessing for understanding.	3	Administrators Specialists	Funds for substitutes/stipends	Teachers in 100% of classrooms will effectively use implementations strategies resulting in 80% mastery on standardized assessments.	10/27/04	IP
Provide training and resources to fully implement the writing process in grades PreK-5.	2, 3, 4	Administrators Reading Specialist	Funds for subs/stipends	80% of students will demonstrate mastery of grade level writing TEKS schoolwide.	11/1/14/14	IP
Provide ½ day Team Planning monthly to deconstruct TEKS		Team Leaders, Specialists	Funds for subs	Instruction and assessments will align	Monthly	IP

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
for coming month and draft monthly plans		Administrators		with the rigor of the grade level standards – evident in plans, upon walkthroughs and via weekly and other assessments.		
Provide time for Team Planning and reflection to impact the coming school year.			Funds for stipends	Instruction and assessments will align with the rigor of the grade level standards – evident in plans, upon walkthroughs and via weekly and other assessments.	7/31/15	IP

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

REQUIRED FOR CAMPUSES THAT MEET CERTAIN CONDITIONS

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: 13.0%		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. Provide struggling primary grade students with early support and interventions along with progress monitoring to ensure their academic success.	2, 3, 4,8	Administrators CST Team Classroom Teachers Primary Reading Specialists	CST training for new teachers.	100% of academically struggling students will be CST's in a timely manner. 100% of teachers will provide Tier I interventions daily 100% of struggling struggling will receive timely and quality Tier II & III interventions. Guided Reading and Guided Math take place in 100% of classrooms.	10/13/14 10/6/14 10/13/14	IP
B. Provide access to grade level TEKS instruction for all students through differentiation.	2, 3, 4, 8	Administrators Classroom teachers District Specialists	Targeted training in differentiating instruction.	Struggling students demonstrate success and significant progress	10/13/14	IP

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

Special Education Disciplinary Placements– All Levels

Table #DR-9						
Performance Objective: Reduce the rate of special education students in discretionary OSS settings.						
Condition: If SPED OSS placement rate > 6 percentage points above rate for all students					Source: SPED C-IEP (G)	
Campus Figure: 15.4		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
Work with District Behavior Specialists and support staff to provide individual consultation and support by conducting student observations, collect meaningful data, evaluate campus behavior systems and review and support the completion of Functional Behavior Assessments and Behavior Intervention Plans	3, 6	Case managers, classroom teachers, Principal	Planning time for collaboration and parent conferences	Reduction of placement	On going	IP

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: 6%	Does campus performance require inclusion of this objective? (Yes or No): Yes
Applicable Strategic Plan Goal(s): 1,2,3,4	

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

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 analyze their TELPAS data and ensure that the ELPS are being integrated into the curriculum	3	Classroom teachers, Principal	LIAG training for teachers	Teachers will know their students' ELPS levels. Students will show growth through formal assessments and in their writing.	On going	NS

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:	Current teachers and part time tutors provide after school and Saturday interventions to address and close gaps in student performance and achievement.
General Supplies for at-risk students:	At-risks students are provided with materials and equipment necessary to carry out rigorous and meaningful instruction, including technology equipment.
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:	All students who are performing below grade level are provided with comprehensive daily and/or after school interventions provided by teachers and tutors.
Reading specialists (to include literacy coaches):	Reading Specialists provide Tier II interventions daily for struggling readers in grades K-5.
Math specialist (FTE for math interventions):	A Math Specialist provides daily Tier II interventions for Grade 3-5 students below grade level in Math to address specific gaps in learning.
Elementary Counselors:	Our Elementary Counselor provides small group and individual counseling to address the social & emotional needs of students and provides career counseling for 5 th graders.
Dropout prevention services:	n/a
DELTA (or other credit recovery programs):	n/a
Parent Support Specialist (or other parent involvement expenses):	Our Parent Support Specialist provides our families with many opportunities to attend literacy, math and science focused workshops to enhance their understanding and academic support for their children. Provides support for at-risk students and their families.
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):

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

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

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

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

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

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

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

APPENDIX A-3

Pregnancy Related Services

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

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

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

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

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

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

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

Components		Objective Table #(s)
Component #	Component	
1	Comprehensive needs assessment	#CI-1, #CI-2, #CI-3
2	School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement and that use effective methods/strategies based on scientifically based research	#CI-1, #CI-2, #CI-3, #CI-4, #CI-5, #CI-6, #DR-1, #DR-2, #DR-4, #DR-5
3	Instruction by highly qualified staff	#CI-1, #CI-2, #CI-3, #CI-5, #CI-6, #DR-1, #DR-2, #DR-4, #DR-5, #DR-9, #DR-12
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	#CI-2, #CI-3, #CI-4, #CI-5, #CI-6, #DR-2, #DR-4, #DR-5
5	Strategies to attract highly qualified teachers to high-need schools	#CI-1
6	Strategies to increase parental involvement	#DR-1, #DR-3, #DR-9
7	Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	#DR-1
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	#CI-1, #CI-2, #CI-3, #CI-5, #DR-5
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	#CI-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.

Campus : Govalle - REVISED

W/INCREASE \$267,986.00

Date:

9/20/2014

Type of Expenditure	ACCT #	How will Expenditure Improve Student Performance?		Amount of Expenditure	How will impact be assessed?
		Improvement strategy	Needs Assessment		
Personnel					
*Specialists(s)/Coach(s)	Nov-29	Math Specialist: Govalle Gr. 3-5 students will be provided with targeted Math interventions to ensure full understanding of concepts and mastery of Math concepts. The specialist will provide daily interventions for identified, struggling Math students which are tailored to their specific needs using best instructional practices.	Fewer than 70% of Govalle 3rd-5th graders achieved mastery on the Spring administration of the Math STAAR tests. Without a Math Specialist in the past, students did not have access to targeted Tier II Math interventions to close gaps in understanding grade level Math TEKS. The Math Specialist will provide these interventions for all struggling 3rd & 4th graders.	\$55,580.00	80% of Govalle students will demonstrate proficiency on the STAAR Math tests, achieving grade level mastery of the State Math TEKS.

*Specialists(s)/Coach(s) -	Nov-19	Provide funding for Coach/Specialist to support teachers and students in implementing instructional technology to enhance project based learning and STEM lessons at all grade levels.	STEM is the Signature Program for all EMVT schools. Govalle students have limited access to technology outside of school, resulting in decreased experience with using technology. Teachers have limited experience in implementing the STEM Curriculum and must develop expertise. Fewer than 65% of 5th graders demonstrated proficiency of the State STAR technology test this year.	\$65,927.00	75% of 5th graders will demonstrate proficiency on the STAR tech assessment and students will successfully participate in two STEM engineering experiences during the year.
*TA(s)	11-6129			\$0.00	
*.5 PSS	61-6129	Fund half of our Parent Specialist's salary to ensure that we have a full time PSS to provide essential services to parents and support for student attendance and parent training.	Parent Specialists provide an essential service in supporting parents of our students in understanding and supporting the state standards and their student's success on all standardized tests, including STAAR. She needs 50% more time to be able to provide these workshops, meetings and trainings.	\$26,000.00	Attendance at parent academic workshops and other sessions will increase by 30%, and we expect an increase of 25% in academic achievements as per standardized end of year assessments.
Ext Duty - Teachers Tutoring	11-6118	Staff will ensure student success on STAAR tests and primary student assessments by providing ongoing, targeted interventions.	Student performance on the 2013 STAAR tests show limited increases over the previous year in all content areas. Students need interventions to address gaps in understanding and skill development.	\$12,000.00	Benchmark and weekly assessment results will show significant increases over the previous year, and 80% of students will demonstrate proficiency on STAAR.
Substitutes for Planning	13-6112	Grade Level Teams and Specialists will meet one-half day monthly for data analysis, TEKS deconstruction and planning for the upcoming month to ensure effective practices are in place and to reduce variability in instruction.	Teachers need additional time to analyze student performance, reflect on and share best practices, and collaboratively plan instruction to ensure equitable educational experiences and student success.	\$14,818.00	Implementation of instructional plans with address the rigor of the TEKS will be implemented ensuring 80% success on standardized assessments.
Extra duty - Teacher	13-6118			\$8,000.00	

Planning					
Math Teaching Assistant	11-6125	A full time staff person will be hired to implement our Computational Fluency program at Grades 3-5 and provide interventions to ensure mastery.	Student performance data shows that many Govalle students have developed gaps in computational fluency which impedes their progress and success in problem solving. Computational fluency drills will be implemented to ensure mastery of math facts.	\$32,000.00	Student mastery of math facts will lead to significantly increased success in the area of Math problem solving.
*Salary Adjustment = 5% of salaries	11-6148	Salary adjustment to cover possible 5% raises and salary adjustments		\$8,975.00	
Instructional Supplies, Materials, and Equipment (Function 11)	ACCT#				
Reading Materials	11-6329	Direct, independent reading increases reading comprehension and fluency development for all students.	Limited reading resources in the classroom limit students access to level and interest appropriate reading materials necessary for development of fluency and comprehension.	\$5,000.00	Student grade level reading mastery will significantly increase.
Testing Materials (STAAR)	11-6339	Students must have up-to-date test practice materials which are aligned with the STAAR and other grade level standards.	Limited test practice resources on hand make it challenging for students to have enough new Math problems and reading passages to help prepare for the test.	\$2,000.00	Student grade level reading mastery will significantly increase as will STAAR Reading and Math scores.
General Supplies	11-6399	Purchase needed instructional supplies such as binders, writing journals, pencils, number lines, sentence strips, along with copier materials to provide students with the materials they need to complete assignments.	Teachers need specific materials to deliver instruction, provide enrichment, interventions and other services for all students, including those with special needs.	\$24,249.00	Students will complete quality work and assignments increasing the understanding of content, skill development and student achievement.

Student Travel (Charter Bus)	11-6412	Govalle 4th grade students will participate in an overnight field trip to Camp Champions which will enhance the relevancy of the Science curriculum through hands-on, authentic, and TEKS aligned Science activities. Students at other grade levels have opportunities to attend out of town Science focused field trips.	4th Grade students scored well below the average on MOY Science assessments in 2013-14. In order for students to attend Camp Champions, and other students to attend the Museum of Science in Houston, the school must provide transportation at no cost to students.	\$5,000.00	Students scores on the MOY Science assessment will increase significantly from the previous years.
Field Trips (Yellow Bus)	11-6494				
Food/Refreshments	11-6497	Healthy snacks during interventions contribute greatly to student engagement and success on academic assignments	Our local school budget is not adequate to cover intervention snacks.	\$461.00	Students will attend to interventions more successfully.
Misc Oper Exp	11-6499			\$0.00	
				\$0.00	
Misc Contr Svcs	13-6298	In order for Govalle educators to develop expertise in best instructional practices and in engaging all students, we will contract with outside experts to provide training.	Student performance data and walkthroughs reveals that effective student engagement is critical to student learning and progress.	\$1,000.00	Student grade level proficiency, among all student groups, will significantly increase.
General Supplies	13-6399	Effective staff development includes the use of appropriate materials and tools to support teachers in understanding and implementing new practices.	Our local school budget is not adequate to purchase supplies to develop teacher toolkits.	\$1,000.00	Best, effective instructional practices will significantly increase.
Emp Travel	13-6411	Build capacity among teacher leaders through attending professional conferences.	It is critical to ensure the development of teacher leaders to sustain best practices in schools with relatively high teacher turnover.	\$1,000.00	Teacher leaders will develop educational expertise and share their learning with colleagues.
Instructional Supplies/Materials	ACCT#				

(Function 12 Library)					
Reading Materials	12-6329	Students need to experience reading a wide range of genres in order to master the grade level Literacy TEKS.	Less than 70% of Govalle students achieved grade level in Reading according to primary and STAAR reading data.	\$1,300.00	With access to multiple genres, students will significantly increase grade level achievement.
Instructional Supplies/Materials (Function 23 Admin)	ACCT#				
				\$0.00	
Instructional Supplies/Materials (Function 31 Counselor)	ACCT#				
				\$0.00	
Instructional Supplies/Materials (Function 61 Parent Involvement)	ACCT#				
General Supplies	61-6399	Parents are provided with many training and family events throughout the year to increase their engagement	A wide range of supplies are needed to support parent trainings, parent coffees and other family events.	\$1,576.00	Parent attendance in family activities will continue to increase.
Emp Travel	61-6411	Govalle parents will develop as parent leaders by attending academically focused parent trainings with our PSS.	Payment of registration fees are necessary to provide access to conferences for our parents and PSS.	\$600.00	Parent leadership will increase with trained parents taking the lead in decision making and initiatives.
Food/Refreshments	61-6497	In order to increase parent attendance and involvement, we hold monthly parent coffees, and other weekly events.	Refreshment are needed to sustain parents and their young children during parent coffees and trainings.	\$1,500.00	Parent attendance at coffees and other events will increas.
				\$0.00	
Other Requests					
Total (Must Match BTO Total)				\$267,986.00	

Principal Approval

Nancy Maniscalco

Date: 7/16/2014

Coordinator Approval

Date: _____

Campus Scorecard 2014-15
116 - Govalle 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	30%	25%	18%	40%
Afr Amer	23%	15%	*	40%
Hispanic	30%	26%	18%	40%
White	*	*	*	65%
Asian	-	-	-	0%
Two+	*	-	*	40%
SpEd	38%	54%	43%	60%
ECD	28%	25%	17%	40%
ELL	26%	15%	20%	40%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	19%	28%	26%	40%
Afr Amer	23%	23%	*	40%
Hispanic	18%	29%	26%	40%
White	*	*	*	60%
Asian	-	-	-	0%
Two+	*	-	*	40%
SpEd	24%	38%	47%	60%
ECD	18%	29%	25%	40%
ELL	14%	29%	25%	40%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	10%	35%	26%	40%
Afr Amer	<1%	*	*	40%
Hispanic	10%	37%	27%	40%
White	*	*	*	40%
Asian	-	-	-	0%
Two+	*	-	*	40%
SpEd	*	*	*	66%
ECD	9%	36%	25%	40%
ELL	7%	25%	26%	40%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	12%	15%	17%	40%
Afr Amer	*	*	*	40%
Hispanic	12%	17%	19%	40%
White	-	-	*	40%
Asian	-	-	-	0%
Two+	-	-	-	0%
SpEd	10%	*	*	40%
ECD	12%	16%	16%	40%
ELL	5%	6%	*	40%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	8%	4%	4%	12%
Afr Amer	5%	8%	*	12%
Hispanic	8%	4%	4%	12%
White	*	*	*	40%
Asian	-	-	-	0%
Two+	*	-	*	12%
SpEd	5%	<1%	*	12%
ECD	8%	4%	3%	12%
ELL	11%	2%	*	12%

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	6%	8%	9%	20%
Afr Amer	<1%	8%	*	20%
Hispanic	6%	9%	9%	20%
White	*	*	*	30%
Asian	-	-	-	0%
Two+	*	-	*	20%
SpEd	<1%	<1%	*	20%
ECD	6%	9%	8%	20%
ELL	9%	5%	11%	20%

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	2%	8%	*	15%
Afr Amer	<1%	*	*	15%
Hispanic	3%	7%	*	15%
White	*	*	*	15%
Asian	-	-	-	0%
Two+	*	-	*	15%
SpEd	*	*	*	15%
ECD	<1%	9%	*	15%
ELL	<1%	5%	*	15%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	2%	2%	*	15%
Afr Amer	*	*	*	15%
Hispanic	2%	2%	*	15%
White	-	-	*	15%
Asian	-	-	-	0%
Two+	-	-	-	0%
SpEd	10%	*	*	15%
ECD	2%	2%	*	15%
ELL	<1%	<1%	*	15%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	49%	48%	60%
Afr Amer	*	55%	60%
Hispanic	51%	44%	60%
White	-	*	70%
Amer Ind	-	*	100%
Asian	-	-	0%
Two+	-	*	100%
SpEd	*	64%	70%
ELL	71%	45%	60%

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	52%	61%	70%
Afr Amer	*	67%	70%
Hispanic	52%	59%	70%
White	-	*	100%
Amer Ind	-	*	100%
Asian	-	-	0%
Two+	-	*	100%
SpEd	*	*	70%
ELL	*	36%	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	13%	12%	25%
Afr Amer	*	*	30%
Hispanic	15%	9%	25%
White	-	*	25%
Amer Ind	-	*	100%
Asian	-	-	0%
Two+	-	*	25%
SpEd	*	*	25%
ELL	29%	*	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	16%	22%	40%
Afr Amer	*	*	40%
Hispanic	17%	20%	40%
White	-	*	100%
Amer Ind	-	*	40%
Asian	-	-	0%
Two+	-	*	100%
SpEd	*	*	40%
ELL	*	*	40%

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	82%	68%	81%	85%
Kinder DRA Spanish	83%	86%	90%	95%
1st DRA English	65%	45%	46%	80%
1st DRA Spanish	75%	68%	76%	80%
2nd DRA English	57%	60%	48%	80%
2nd DRA Spanish	60%	58%	57%	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	95.5%	95.9%	95.4%	95.9%	96.4%
Afr Amer	95.9%	95.4%	95.7%	94.9%	96.4%
Hispanic	95.6%	96.1%	95.5%	96.1%	96.4%
White	*	95.4%	93.1%	95.6%	96.4%
Amer Ind	<1%	*	*	*	96.4%
Asian	<1%	<1%	*	*	99.0%
Two+	*	*	*	92.8%	96.4%
ECD	95.5%	96.0%	95.4%	95.8%	96.4%

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

* Denominator is less than 900(excluding 0)

- Denominator is 0

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	*	*	*	*	*	*	0.10%
Afr Amer	*	*	*	*	*	*	0.05%
Hispanic	*	*	*	*	*	*	0.10%
White	*	*	*	*	*	*	0.05%
Amer Ind	*	*	*	*	*	*	0.05%
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	20	3.69%	9	1.44%	21	3.32%	2.00%
Afr Amer	8	8.79%	5	5.95%	10	11.36%	2.00%
Hispanic	9	2.05%	*	*	9	1.77%	1.00%
White	*	*	*	*	*	*	2.00%
Amer Ind	*	*	*	*	*	*	1.00%
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	15	2.77%	*	*	*	*	0.10%
Afr Amer	*	*	*	*	*	*	0.05%
Hispanic	10	2.28%	*	*	*	*	0.10%
White	*	*	*	*	*	*	0.05%
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	520	557
Afr Amer	59	75
Hispanic	444	427
White	11	18
Amer Ind	2	1
Asian	1	1
Two+	3	35

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	104	6	6%	108	6	6%	5%
Afr Amer	-	-	-	*	*	*	0%
Hispanic	104	6	6%	108	6	6%	5%
White	-	-	-	92	5	5%	0%
SpEd	*	*	*	8	*	*	20%
ECD	102	6	6%	105	6	6%	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	18	13	72%	13	12	92%	8	5	62%	6	*	*	8	5	62%	*	*	*
F	Hispanic	63	39	62%	37	24	65%	81	40	49%	38	21	55%	86	45	52%	38	28	74%
F	White	*	*	*	*	*	*	*	*	*	-	-	-	*	*	*	-	-	-
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		82	53	65%	51	37	73%	90	45	50%	44	25	57%	96	51	53%	42	31	74%
M	Afr Amer	10	6	60%	5	5	>99%	11	8	73%	6	6	>99%	13	8	62%	7	7	>99%
M	Hispanic	74	36	49%	41	31	76%	85	40	47%	47	40	85%	85	41	48%	42	33	79%
M	White	*	*	*	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		85	42	49%	46	36	78%	100	50	50%	54	47	87%	101	51	50%	50	41	82%
Total		167	95	57%	97	73	75%	190	95	50%	98	72	73%	197	102	52%	92	72	78%

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus/Org Expense Listing
Austin Independent School District

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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6117-RR-116-5-24-0-00	Career Ladder - CP-Read Literacy-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-HD-116-5-24-0-00	Extra Duty - CP-High Dos Tutor-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-NI-116-5-24-0-00	Extra Duty - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-116-5-24-0-00	Extra Duty - CP-SSIG-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-116-5-24-0-00	Extra Duty - CP-AYP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-RK-116-5-24-0-00	Extra Duty - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-116-5-30-0-00	Extra Duty - CP-AFL-Govalle	10,033.00	0.00	375.00	9,658.00	96.26 %
199-11-6119-00-116-5-24-0-00	Professional Salary - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-90-116-5-24-0-00	Professional Salary - CP-PreK-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-HD-116-5-24-0-00	Professional Salary - CP-High Dos Tutor-Govalle	0.00	0.00	9,839.91	-9,839.91	0.00 %
199-11-6119-RK-116-5-24-0-00	Professional Salary - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-116-5-24-0-00	Professional Salary - CP-Read Literacy-Govalle	86,898.00	0.00	5,589.68	81,308.32	93.56 %
199-11-6121-NI-116-5-24-0-00	Overtime - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-B1-116-5-30-0-00	Overtime - CP-AFL-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6122-NI-116-5-24-0-00	Subs for Support Personnel - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6122-B1-116-5-30-0-00	Subs for Support Personnel - CP-AFL-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-116-5-24-0-00	Part-Time Hourly - CP-SSIG-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-NI-116-5-24-0-00	Support Personnel Salary - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6139-NI-116-5-24-0-00	Employee Allowance - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-116-5-24-0-00	FICA - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-116-5-24-0-00	FICA - CP-PreK-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-HD-116-5-24-0-00	FICA - CP-High Dos Tutor-Govalle	0.00	0.00	555.00	-555.00	0.00 %
199-11-6141-NI-116-5-24-0-00	FICA - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-116-5-24-0-00	FICA - CP-SSIG-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-116-5-24-0-00	FICA - CP-AYP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RK-116-5-24-0-00	FICA - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-116-5-24-0-00	FICA - CP-Read Literacy-Govalle	6,648.00	0.00	302.13	6,345.87	95.45 %
199-11-6141-B1-116-5-30-0-00	FICA - CP-AFL-Govalle	768.00	0.00	28.47	739.53	96.29 %
199-11-6142-00-116-5-24-0-00	Health/Life Ins - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-90-116-5-24-0-00	Health/Life Ins - CP-PreK-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-HD-116-5-24-0-00	Health/Life Ins - CP-High Dos Tutor-Govalle	0.00	0.00	825.85	-825.85	0.00 %
199-11-6142-NI-116-5-24-0-00	Health/Life Ins - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %

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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6142-RK-116-5-24-0-00	Health/Life Ins - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-116-5-24-0-00	Health/Life Ins - CP-Read Literacy-Govalle	6,577.00	0.00	454.90	6,122.10	93.08 %
199-11-6142-B1-116-5-30-0-00	Health/Life Ins - CP-AFL-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-00-116-5-24-0-00	Wk's Comp - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-90-116-5-24-0-00	Wk's Comp - CP-PreK-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-HD-116-5-24-0-00	Wk's Comp - CP-High Dos Tutor-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-NI-116-5-24-0-00	Wk's Comp - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-116-5-24-0-00	Wk's Comp - CP-SSIG-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-116-5-24-0-00	Wk's Comp - CP-AYP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RK-116-5-24-0-00	Wk's Comp - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-116-5-24-0-00	Wk's Comp - CP-Read Literacy-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-116-5-30-0-00	Wk's Comp - CP-AFL-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-116-5-24-0-00	Teacher Retirement - CP-Govalle	54.00	0.00	0.00	54.00	100.00 %
199-11-6146-90-116-5-24-0-00	Teacher Retirement - CP-PreK-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-HD-116-5-24-0-00	Teacher Retirement - CP-High Dos Tutor-Govalle	0.00	0.00	75.51	-75.51	0.00 %
199-11-6146-NI-116-5-24-0-00	Teacher Retirement - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-116-5-24-0-00	Teacher Retirement - CP-SSIG-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-116-5-24-0-00	Teacher Retirement - CP-AYP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RK-116-5-24-0-00	Teacher Retirement - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-116-5-24-0-00	Teacher Retirement - CP-Read Literacy-Govalle	2,771.00	0.00	26.68	2,744.32	99.03 %
199-11-6146-B1-116-5-30-0-00	Teacher Retirement - CP-AFL-Govalle	20.00	0.00	27.24	-7.24	-36.20 %
Total 6100 Payroll Costs		113,769.00	0.00	18,100.37	95,668.63	
199-11-6298-HD-116-5-24-0-00	Misc Contracted Services - CP-High Dos Tutor-Govalle	112,000.00	0.00	0.00	112,000.00	100.00 %
199-11-6298-MI-116-5-24-0-00	Misc Contracted Services - CP-Vertital Team	0.00	0.00	0.00	0.00	0.00 %
199-11-6298-NI-116-5-24-0-00	Misc Contracted Services - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6299-RK-116-5-24-0-00	Reproduction Costs - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		112,000.00	0.00	0.00	112,000.00	
199-11-6329-CP-116-5-24-0-00	Reading Materials - CP-Campus Cost-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6397-B1-116-5-30-0-00	Software - CP-AFL-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-116-5-24-0-00	General Supplies - CP-Campus Cost-Govalle	0.00	0.00	0.00	0.00	0.00 %

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Campus/Org Expense Listing
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199-11-6399-DL-116-5-24-0-00	General Supplies - CP-Dual Language-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-B1-116-5-30-0-00	General Supplies - CP-AFL-Govalle	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>	
199-11-6411-NI-116-5-24-0-00	Employee Travel - CP-Support NI-AU-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-B1-116-5-30-0-00	Field Trips - CP-AFL-Govalle	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
11 Total		<u>225,769.00</u>	<u>0.00</u>	<u>18,100.37</u>	<u>207,668.63</u>	
199-13-6117-00-116-5-24-0-00	Career Ladder - CP-Govalle	998.00	0.00	125.00	873.00	87.47 %
199-13-6118-00-116-5-24-0-00	Extra Duty - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-R5-116-5-24-0-00	Extra Duty - CP-SSI-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-B1-116-5-30-0-00	Extra Duty - CP-AFL-Govalle	0.00	0.00	4,387.50	-4,387.50	0.00 %
199-13-6119-00-116-5-24-0-00	Professional Salary - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-NI-116-5-24-0-00	Professional Salary - CP-Support NI-AU-Govalle EL	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-RR-116-5-24-0-00	Professional Salary - CP-Read Literacy-Govalle	52,473.00	0.00	2,512.61	49,960.39	95.21 %
199-13-6141-00-116-5-24-0-00	FICA - CP-Govalle	105.00	0.00	9.55	95.45	90.90 %
199-13-6141-R5-116-5-24-0-00	FICA - CP-SSI-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-RR-116-5-24-0-00	FICA - CP-Read Literacy-Govalle	1,972.00	0.00	126.69	1,845.31	93.57 %
199-13-6141-B1-116-5-30-0-00	FICA - CP-AFL-Govalle	0.00	0.00	334.39	-334.39	0.00 %
199-13-6142-00-116-5-24-0-00	Health/Life Ins - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-RR-116-5-24-0-00	Health/Life Ins - CP-Read Literacy-Govalle	2,733.00	0.00	409.10	2,323.90	85.03 %
199-13-6143-00-116-5-24-0-00	Wk's Comp - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-R5-116-5-24-0-00	Wk's Comp - CP-SSI-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-RR-116-5-24-0-00	Wk's Comp - CP-Read Literacy-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-116-5-24-0-00	Teacher Retirement - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-R5-116-5-24-0-00	Teacher Retirement - CP-SSI-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-RR-116-5-24-0-00	Teacher Retirement - CP-Read Literacy-Govalle	599.00	0.00	10.25	588.75	98.28 %
199-13-6146-B1-116-5-30-0-00	Teacher Retirement - CP-AFL-Govalle	0.00	0.00	162.91	-162.91	0.00 %
Total 6100 Payroll Costs		<u>58,880.00</u>	<u>0.00</u>	<u>8,078.00</u>	<u>50,802.00</u>	

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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
13 Total		58,880.00	0.00	8,078.00	50,802.00	
199-23-6118-RK-116-5-24-0-00	Extra Duty - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-23-6119-MI-116-5-24-0-00	Professional Salary - CP-Vertical Team Supt-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-23-6121-45-116-5-24-0-00	Overtime - CP-Summer Sch-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-23-6125-45-116-5-24-0-00	Part-Time Hourly - CP-Summer Sch-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-45-116-5-24-0-00	FICA - CP-Summer Sch-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-MI-116-5-24-0-00	FICA - CP-Vertical Team Supt-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-RK-116-5-24-0-00	FICA - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-23-6142-MI-116-5-24-0-00	Health/Life Ins - CP-Vertical Team Supt-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-MI-116-5-24-0-00	Wk's Comp - CP-Vertical Team Supt-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-RK-116-5-24-0-00	Wk's Comp - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-MI-116-5-24-0-00	Teacher Retirement - CP-Vertical Team Supt-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-RK-116-5-24-0-00	Teacher Retirement - CP-In Dist Chart Coll Prep	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-R6-116-5-24-0-00	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	
199-31-6117-00-116-5-24-0-00	Career Ladder - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-00-116-5-24-0-00	Extra Duty - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-116-5-24-0-00	Professional Salary - CP-Govalle	120,042.00	0.00	5,540.87	114,501.13	95.38 %
199-31-6141-00-116-5-24-0-00	FICA - CP-Govalle	1,070.00	0.00	292.09	777.91	72.70 %
199-31-6142-00-116-5-24-0-00	Health/Life Ins - CP-Govalle	5,485.00	0.00	416.75	5,068.25	92.40 %
199-31-6143-00-116-5-24-0-00	Wk's Comp - CP-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-116-5-24-0-00	Teacher Retirement - CP-Govalle	979.00	0.00	34.92	944.08	96.43 %
Total 6100 Payroll Costs		127,576.00	0.00	6,284.63	121,291.37	
199-31-6329-CP-116-5-24-0-00	Reading Materials - CP-Campus Cost-Govalle	0.00	0.00	0.00	0.00	0.00 %

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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.
199-31-6399-CP-116-5-24-0-00	General Supplies - CP-Campus Cost-Govalle	400.00	0.00	0.00	400.00	100.00 %
Total 6300 Supplies & Materials		400.00	0.00	0.00	400.00	
199-31-6411-CP-116-5-24-0-00	Employee Travel - CP-Campus Cost-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-31-6499-CP-116-5-24-0-00	Misc Operating Expenses - CP-Campus Cost-Govalle	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		127,976.00	0.00	6,284.63	121,691.37	
199-61-6121-B1-116-5-30-0-00	Overtime - CP-AFL-Govalle	0.00	0.00	83.38	-83.38	0.00 %
199-61-6129-B1-116-5-30-0-00	Support Personnel Salary - CP-AFL-Govalle	16,000.00	0.00	1,834.45	14,165.55	88.53 %
199-61-6139-B1-116-5-30-0-00	Employee Allowance - CP-AFL-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-116-5-30-0-00	FICA - CP-AFL-Govalle	1,224.00	0.00	117.89	1,106.11	90.36 %
199-61-6142-B1-116-5-30-0-00	Health/Life Ins - CP-AFL-Govalle	2,734.00	0.00	0.51	2,733.49	99.98 %
199-61-6143-B1-116-5-30-0-00	Wk's Comp - CP-AFL-Govalle	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-116-5-30-0-00	Teacher Retirement - CP-AFL-Govalle	96.00	0.00	8.48	87.52	91.16 %
Total 6100 Payroll Costs		20,054.00	0.00	2,044.71	18,009.29	
61 Total		20,054.00	0.00	2,044.71	18,009.29	
Total Fund 199 General Fund		432,679.00	0.00	34,507.71	398,171.29	

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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		432,679.00	0.00	34,507.71	398,171.29	

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