

Pleasant Hill Elementary
2014-2015
Campus Improvement Plan
Austin Independent School District



CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	x
Types of orientation provided to new CAC members (check all that apply):	
<ul style="list-style-type: none"> self-orientation using materials on CAC website 	<input type="checkbox"/>
<ul style="list-style-type: none"> orientation at CAC meeting (provided by campus) June 2, 2014 new member meeting 	x
<ul style="list-style-type: none"> orientation at CAC meeting (provided by central office) 	<input type="checkbox"/>
<ul style="list-style-type: none"> district-wide orientation session 	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
<ul style="list-style-type: none"> campus needs assessment 	x
<ul style="list-style-type: none"> campus objectives and strategies to address identified areas for improvement 	x
<ul style="list-style-type: none"> the approach to setting campus performance targets 	x
<ul style="list-style-type: none"> campus budget 	x
The CAC was given an opportunity to review the complete draft CIP prior to submittal.	x
The CIP action plan component pertaining to campus professional development was approved by the CAC.	x

Approximate hours spent on CIP development	Hours
<ul style="list-style-type: none"> By CAC and/or CAC subcommittees 	12
<ul style="list-style-type: none"> By campus administration and/or leadership team 	15

We confirm the above information as correct ...

Position	Name	Date
Principal	Sharon Stoner	6/2/2014
Co-Chair	Cynthia Austria	6/2/2014
Co-Chair	Kathryn Araguz	6/2014



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 2014-16 Membership

Non-Voting Members	Name
Principal	Sharon Stoner

Regularly Scheduled CAC meetings:	
Day of the Month	1 st Monday
Time:	4:00 pm

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Kathryn Araguz	X					
Parent	Elda Hernandez			X			
Parent	Gloria Loera						
Parent	Rebecca Burke						
Parent	Candice Thomas					X	
Parent	Cecilia Lemus						
Professional Staff Member	Luanne Tinnin						SpED
Professional Staff Member	Lupe Sanchez Smith						5 th gr and bilingual intermed.
Professional Staff Member	Alicia Lopez Wait						4 th grade - writing
Professional Staff Member	Cristy Garcia						Primary – bilingual 1 st grade
Professional Staff Member	Kristi Cisneros		X				Assist Prin and LPAC
Professional Staff Member	Marilyn Calliham						Reading specialist
Classified Staff Member	Donna Meeker						
Professional Staff Member	Cynthia Austria	X					
Student (If Applicable)							
Business Representative	Crystal Smith– A+ FCU						
Community Representative	Maria Berron – Foster Grandparent						

CAMPUS NEEDS ASSESSMENT FOR 2014-2016

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		Demographic Data	
• Performance on state assessments	X	• Attendance	X
• TELPAS results	X	• Discipline	X
• Primary Reading Assessment results	X	Surveys	
• Accountability ratings (including safeguards missed)	X	• Teaching, Empowering, Leading and Learning (TELL) results	X
• Review of TAPR data	<input type="checkbox"/>	• Student climate survey	X
• Special Education indicator reports (C-IEP)	X	• Parent surveys	X
• Other performance related items (SLOs)	X		

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

- Benchmark results

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

- Math improvement in 4th grade most critical following STAAR
- Attendance is below 97.4%
- Reading in 3rd and 4th is a critical area

TITLE 1 COMPONENTS

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

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

CAMPUS ACTION PLAN FOR 2014-16

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: Instruction by Highly Qualified Staff

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Teachers will be ESL and GT certified to meet our accountability for TEA	Highly Qualified ESL and Bilingual teachers	Administrator	Applitrack candidates 30 hour GT and 6 hour updates	100% HQ teachers	September 1, 2014	Ongoing
Teachers will have 1 year to get the required certification	100% HQ staff	Teachers needing certification Administrator	TEA certifications	100% passing required certification	June 2015	Ongoing
Teachers will use Creative Classroom strategies to engage and enrich all learning styles for increased access to learning	Highly Qualified ESL and Bilingual teachers	Teachers, Specialists Administration	Training on Creative Classroom strategies	100% of staff attending the creative classroom training Aug 21	August 21, 2014	Ongoing
Teachers in 4 th and 5 th grade will use AVID strategies to help students organize and think about learning	4 th and 5 th grade teachers and specialists	Administration and AVID team	AVID training on Aug 20 th for faculty	100% implementation of the required 1 st year AVID strategies as evidenced by the Compliance document turned in May	May 2015 compliance document	Ongoing

CAMPUS ACTION PLAN FOR 2014-16

Title 1 Components

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

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

Table #CI-2 ☐ State: Below safeguard target

Performance Objective: Transition for Students to next grade level

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide a transition day for all grade levels to visit the next year grade level classroom and hear expectations	Activities to help students transition to the next grade level	All classroom teachers Administration Cabinet Specialists	Provide the plan for transition day to cabinet and CAC at the May meetings	100% of students visit the next year grade level on Transition day	May 2015	Ongoing
Provide Transition ARDs for Special Education students on the 6 th grade campus	Activities to help students transition to the next grade level	Administrator Sped Staff Gen Ed staff	Time and date at the 6 th grade campus (Bedichek)	100% of the Sped students have a transition ARD	May 2015	Ongoing

Table #CI-3 ☐ State: Below safeguard target

Performance Objective: Inclusion of teachers in decisions about use of assessment to improve performance in all content areas

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Following the BoY, MoY, MoY2 provide data meetings with grade level teams to review data and plan for intervention small group TEK lessons for struggling students	Activities to help students reach proficient and advanced standards	Administration Cabinet Classroom teachers specialists	Substitutes for data days Campus wide PD to review completion of data reports by teacher	100% of grade levels create plans to teach the needed review TEKS each week	March 2015	Ongoing
Using BoY, MoY, MoY 2 and	Activities to	Administration	Campus wide PD	100% of the GT	June 2015	ongoing

CAMPUS ACTION PLAN FOR 2014-16

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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previous STAAR, teachers will monitor commended levels of GT identified students to ensure advanced academic standards provided to meet our accountability requirements for TEA	help students reach proficient and advanced standards	Cabinet Classroom teachers Specialists GT advocates	following data showing commended scores	students to have GT extensions as evidenced in the lesson plans		
Improve technology scores in 5 th grade by incorporating 21 st century skills with content learning to meet our accountability requirements for TEA	Activities to help students reach proficient and advanced standards	Administration Cabinet Classroom teachers Specialists	Staff development on using technology for learning with smart pens, lpads and computers.	Each grade level will implement a 21 st century skill in one content area during the school eyar.	June 2015	Ongoing
Improve TELPAS scores for English acquisition in primary grades to meet our accountability requirements for TEA	Measures to include teachers in the TELPAS growth data for listening, speaking, reading and writing.	LPAC chairs Bilingual and ESL teachers	Staff development on rating students on TELPAS	1 st and 2 nd grade will have 80% of the students make a year's growth in English acquisition.	June 2015	Ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through: 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
Provide 1 catch night for families	Increased parental involvement	CATCH team	Supplies, prizes and food for CATCH night	Staff, student and parent sign in	February 2014	Ongoing
Increase Fitness gram scores by 7% in grades 3-5	PE teachers Classroom teachers	Administrators Classroom teachers PE teachers	CDs for fitness gram practice by classroom teachers during WOW	7% increase in Scores on post-fitness gram assessment	May 2015	Ongoing
Provide families the marathon kids documentation to reach 26 miles	Increased parental involvement	PE teachers	Forms to record miles	7% increase in participation in Marathon Kids over last year	March 2015	Ongoing
During WOW students will on Music do the fitness gram pacer, during ART day they will run the track and on PE day will coordinate their own physical activities in grades 2 through 5 to provide	Increased student physical fitness	Classroom teachers	Continue plan for 3 day rotation during WOW	85% of our students will meet their Fitness gram goals	March 2015	Ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
increased fitness on the pacer						
Promote participation in physical activities beyond the school day	Coordination and implementation of local programs	Prime Time facilitator PE Coach Teachers	Marathon Kids Prime time fitness classes AISD Cross country Volleyball play day	Student attendance records for events	May 2015	Ongoing
Train students, parents and staff on Wellness policies	Communication to parents using fitness scores	Administrators, PE teachers, classroom teachers	Provide PD on wellness rules placed in the faculty handbook	100% of staff trained on wellness material in faculty handbook as evidenced by sign in sheet for SD	August 2014	Ongoing
Promote staff wellness and movement	Coordination of local wellness programs	Principal Staff	Movbands and access to computers for both documentation of movement and receipt of wellness newsletters	100% of the staff receive the wellness newsletters from the PE coach. Average of 7 staff members recording movement	May 2015	Ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Initiate process to participate in the farm to school program	Coordination of local programs	Principal Cafeteria manager	Contact sources to initiate local farmer grown products for food choices for students	Selection in the cafeteria of local grown food	May 2015	Ongoing
Research a plan for parent physical activities and nutrition after school	Increased parent involvement	Nancy Fuentes Administration Donna Meeker	Classroom space	Log of parent sign in for activity class	May 2015	Beginning
Research a plan for student nutrition class during fall semester	Compliance with nutrition guidelines	Administration PE class	Classroom space and Physical education teacher	Student attendance in PE class	December 2015	beginning

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
Provide school-wide review of our No Place for Hate	School-wide reform	Administrator SEL Leader for	Pages in Faculty Handbook	100% of Faculty attend PD in August	August 2014	Ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
strategies and our SEL lessons	strategy	campus	explaining No Place for Hate and SEL lessons	reviewing the components in the faculty handbook		
Provide counseling classes for parents and students on bullying versus conflict	Increase parental involvement	Counselor Staff	Time in class Class for parents	Parent sign in at parenting class Student counselor visit documented in lesson plans	November 3, 2014	Completed

Table #DR-3

Performance Objective: Parental involvement will be encouraged.						
Applicable Strategic Plan Goal(s): 1,2,3						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide communication to parents in English and Spanish for all materials going home	Increased parental involvement Communication to parents about assessments	Administration Classroom teachers Specials teachers Specialists	Translators from English to Spanish	Title 1 binder with communications for each month	June 2015	Ongoing
Provide 3 parent information nights including CATCH, Math, Author's	Parental involvement Communication	Administration Cabinet Classroom teachers	Each team to have a representative from an ESL and	Sign in sheets from the event in the Title 1 binder with notes	June 2015	Ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-3

Performance Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Tea to meet our accountability requirements for TEA and showcase AVID, Creative Classroom strategies and Austin Literacy Accomplishments	to parents about assessments	Specialists Special areas	Bilingual class	from the following Parent Coffee discussing effectiveness		
Provide monthly Parent Coffee	Increased parental involvement Communication to parents about assessments	Administrator	Paper to copy agenda and information	8 parent coffee meetings on the 1 st Monday of each month as evidenced in the Title 1 binder sign in and notes	June 2015	Ongoing
Provide the Principal Newsletter in English and Spanish at the beginning of each month to all students to take home to parents to meet our accountability requirements for TEA	Increased parental involvement Communication to parents about assessments	Principal	Paper for copying	9 copies of the Principal Newsletter in the Title 1 binder in English and Spanish	June 2015	Ongoing
Provide attendance data in Principal Newsletters for parents	Increased parental involvement Communication	Principal	Paper for copying	9 copies of the Principal Newsletter in the Title 1 binder in English and	June 2015	Ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-3

Performance Objective: Parental involvement will be encouraged.						
Applicable Strategic Plan Goal(s): 1,2,3						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
	to parents about attendance data			Spanish		

Table #DR-4

Performance Objective: Adequate and appropriate campus-level professional development will be provided.						
Note: This action plan component must be approved by the CAC.						
Applicable Strategic Plan Goal(s): 1,2,3						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide campus-wide PD in Grades K-5 during the summer for writing for Austin Literacy Certification	Instruction by HQ staff in writing Ongoing PD Needs assessment School-wide reform strategy Measures to include teachers in decisions about use of assessments to improve performance	Administration Classroom teachers Specialists Special areas	2 week PD through Require ALC for all staff K to 5 for vertical alignment in writing Provide PD for writing in vertical team meetings 1 each quarter	100% of the Professional teaching staff will attend summer 2 week PD as evidenced by sign in and completion certifications Vertical team notes of discussion on aligning writing in all content areas	May 2015	Ongoing
Provide creative learning	Ongoing PD	Noah from	Creative learning	Classroom walk-	May 2015	ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
strategies to each grade level and lifeskills		Creative Learning	techniques provided Noah	throughs and lesson documentation		

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

Special Education Identification – All Levels

Table #DR-5

Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 10.7%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide intervention opportunities during the school day for students who need additional instructional support to meet our accountability requirements for TEA	Needs assessment, instruction by HQ staff, activities to help students reach proficient and advanced standards	Administration, Classroom teachers, Specialists, Special areas	Provide PD for supplemental aids to support struggling students Continue to input data in eCST intervention and progress monitor those interventions	100% of the staff will attend the PD by the sped teacher showing how to use supplemental aids eCST site to show the interventions with the appropriate progress monitoring	May 2015	Ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions	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-5

Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 10.7%		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
Utilize eCST processes when identifying students for possible special education testing”	Ongoing PD	Marilyn Calliham Luanne Tinnin Sharon Stoner	Planning periods to work individually with grade levels and teachers for inputting in eCST	Monitoring documents in eCST complete for at-risk students	May 2015	ongoing

Special Education Service in LRE – All Levels

Table #DR-10						
Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.						
Condition: If rate < 68%					Source: SPED C-IEP (H) 4 th 6 weeks	
Campus rate: 55.3%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide push-in inclusion support for students during the day to allow for additional instructional support to meet our accountability requirements for TEA	Needs assessment, instruction by HQ staff, activities to help students reach proficient and	Administration, Cabinet Sped teachers Specialists Special areas	Additional kidney tables for inclusion teachers Materials for intervention PD for interventions	LRE data to show 70% of Sped included in classrooms 80% of the day (excluding bilingual life skills, bilingual low functioning SCORES,	June 2015	Ongoing

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-10

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

Condition: If rate < 68%

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

Campus rate: 55.3%

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

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
	advanced standards			bilingual PPCD)		

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:	Extra duty AFL funds are used to provide current teachers and interventions with pay for tutoring and planning Saturday camps which start in October and end in April running most Saturdays from 9-12 noon for students including 45 min for planning. Content areas addressed are reading, writing, math and science.
General Supplies for at-risk students:	Our campus has 92% low SES and students do not come with school supplies so our campus needs to meet these needs on a daily basis to over 500 students.
Transition Services (from middle school to high school or from elementary school to middle school):	Students will visit Bedichek Middle school. ARDs and 504 meetings will occur in Spring to allow for individualized transition needs

Programs/Services	Describe how the campus is meeting needs of at-risk students with SCE resources:
Middle School reading and math initiatives:	
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	Extra duty pay for teachers providing after-school tutoring before STAAR and training staff on how to implement best practices using students.
Reading specialists (to include literacy coaches):	Our literacy specialists plans interventions for all grade levels, supervises the dyslexia TA in the same room and provides both push in and pull out Tier 2 interventions for grades K-5. She analyzes reading data and helps create intervention groups and plans with the cabinet.
Math specialist (FTE for math interventions):	
Elementary Counselors:	Our bilingual counselor provides support with guidance classes to students in each grade level 2x per month, interacts with parents and chairs and eCST system for our school, organizes transition day for students and other duties as needed.
DELTA (or other credit recovery programs):	
Parent Support Specialist (or other parent involvement expenses):	PSS provides support for our at-risk parents with attendance, social and emotional needs, and community service needs.

APPENDIX A-2

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

	Offer early-bird signing bonuses to teachers at Title I campuses
<input checked="" type="checkbox"/>	Provide bilingual and special education stipends
<input checked="" type="checkbox"/>	Collaborate with HR to identify staffing needs so that qualified candidates are available

	Other:
--	--------

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

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

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

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

APPENDIX A-3

Pregnancy Related Services

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

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

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

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

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

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

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

Components		Objective Table #(s)
Component #	Component	
1	Comprehensive needs assessment	Tables 1, 3, 4, 5,10
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	Tables 1, 3, 4
3	Instruction by highly qualified staff	Tables 1, 3
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	Table 4
5	Strategies to attract highly qualified teachers to high-need schools	Appendix A-2 Table 1
6	Strategies to increase parental involvement	Table DR-3
7	Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	Table CI-3
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	Appendix A-1
9	Coordination and integration of federal, state, and local services and programs	Appendix A-2
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	Table 3
11	<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	Table CI-2

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
*TA(s) 11-6129	Support reading comprehension, fluency and decoding based on assessed needs in K, 1st, 2nd, 3rd, 4th, 5th for dyslexic students	We have 34 identified dyslexic students who need decoding support for reading comprehension	\$ 34699	Pre and Post Dyslexia assessment and STAAR reading, Primary reading EoY scores
PT Hourly 11-6125	4 Interventionists who are retired teachers will push in and pull out small groups of students struggling with reading, writing and math	Our EoY scores show students that failed STAAR and need intervention on the 3 rd day of school. Primary reading assessments (TPRI, DRA scores show students needing intervention on 3 rd day of school with high risk needs	\$80,266	MoY scores improve from BoY and MoY 2 scores improve to final EoY STAAR and benchmark assessments for primary reading
Salary Adjustment = 5% of salaries 11-6148	1 TA full time needs salary cushion	State and Federal taxes withdrawn	\$ 1734	Pay check documentation
Instructional Supplies, Materials, and Equipment				
Copier Rental 11-6265	Two copiers are needed for our Title 1 school with 92% at-risk students. Copies must be made as supplies do not come with the	92% Title 1 students come with limited to no resources. Only 19% of our families have computers and the phone	\$ 7000	Scores on STAAR and primary reading

	students	messages may not work the last week of school so all messages must go home in English and Spanish		
Computer Related Equip <\$5000 11-6396	Provide computer equipment for low SES students to learn with technology	Only 19% of our families have technology in the home, we must provide tools in technology for learning at school to prevent the digital divide	\$ 674	Scores on STAAR and primary reading
Field Trips (Yellow Bus) 11-6494	1 field trip bus paid for each grade level to support TEKS content learning	Students in our 92% title 1 school come with limited background knowledge and life experiences to develop oral language	\$ 3000	Scores on STAAR and primary reading
Substitutes 11-6112	Substitutes needed for training for STAAR, teacher In-service, and other campus needs	Students will receive rigorous instruction by highly qualified teachers following staff development	\$4,000	Evidence of implementation on walk-through forms
General Supplies 11-6399	Supplies needed for teaching, training and all campus instructional processes	Students will receive the supplies needed for the teaching and learning cycle.	\$15,302	Evidence on budget and orders
Professional Development/Staff Training				
Reading Materials 13-6329	Provide campus-wide professional trade books for teachers and guided reading books for classrooms	Our students have little to no literacy in their homes, we must provide examples of all genres in literature for out students to be successful.	\$ 1000	Scores on STAAR and primary reading

General Supplies 13-6399	Provide innovation station for the cafeteria for staff development and other general supplies needed for trainings	Teachers need training in best practices for title students. Students need presentations in the cafeteria on a monthly basis for whole campus projection viewing.	\$ 6586	Scores on STAAR and primary reading
Ext Duty - Teachers Tutoring 13-6118	Teachers plan staff development for our campus, prepare materials and attend teacher training meetings so that our campus continues to use best practices for at-risk students. They also model the teaching with students for other teachers	Our campus continues to be a focus school, but we continue to improve our scores despite the increasing rigor of the state assessments. The teacher leaders provide training and modeling with students to show how to help our own students rather than attend trainings elsewhere	\$ 7000	Scores on STAAR and primary reading
Community Services (Function 61)				
General Supplies 61-6399	Supplies for printer ink to provide communication to parents in English and spanish	Parents not able to financially support the school and need support for themselves	\$ 1210	Binder with the monthly communications that go home in English and Spanish
Emp Travel 61-6411	Home visits needed for at-risk families without transportation	Our attendance rate is below 97.4%	\$77	Increase in student attendance following home visits
Food/Refreshments 61-6497	Provide refreshments for meetings with parents including monthly coffee, CAC, content information nights	Parents have greater attendance rates when food is provided at the event	\$ 1000	Increase in the number of parents attending events
Other Requests				
			\$	
			\$	
			\$	
TOTAL (Must Match BTO Total)			\$163,548.	

Campus Scorecard 2014-15
130 - Pleasant Hill 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	33%	39%	35%	45%
Afr Amer	47%	50%	*	38%
Hispanic	30%	37%	35%	45%
White	33%	57%	46%	54%
Asian	*	*	-	0%
Two+	*	*	-	0%
SpEd	32%	59%	59%	66%
ECD	32%	40%	35%	45%
ELL	21%	38%	30%	41%

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	30%	49%	43%	51%
Afr Amer	26%	50%	*	31%
Hispanic	29%	47%	45%	53%
White	33%	71%	38%	48%
Asian	*	*	-	0%
Two+	*	*	-	0%
SpEd	16%	65%	55%	61%
ECD	29%	49%	43%	51%
ELL	29%	53%	41%	50%

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	17%	36%	27%	38%
Afr Amer	13%	50%	*	32%
Hispanic	17%	35%	26%	37%
White	*	*	*	72%
Asian	*	-	-	0%
Two+	*	-	-	0%
SpEd	*	71%	56%	62%
ECD	14%	35%	25%	36%
ELL	13%	45%	*	25%

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	26%	39%	42%	50%
Afr Amer	*	*	*	32%
Hispanic	23%	37%	41%	50%
White	*	*	*	72%
Asian	-	-	-	0%
Two+	*	*	-	0%
SpEd	33%	*	55%	61%
ECD	26%	36%	39%	48%
ELL	19%	23%	60%	66%

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	16%	14%	11%	16%
Afr Amer	16%	11%	*	5%
Hispanic	15%	12%	12%	16%
White	22%	43%	*	20%
Asian	*	*	-	0%
Two+	*	*	-	0%
SpEd	<1%	<1%	*	11%
ECD	13%	13%	11%	16%
ELL	11%	12%	*	10%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	12%	26%	16%	20%
Afr Amer	5%	28%	*	5%
Hispanic	13%	25%	18%	22%
White	11%	29%	*	20%
Asian	*	*	-	0%
Two+	*	*	-	0%
SpEd	<1%	6%	*	16%
ECD	12%	24%	17%	21%
ELL	18%	27%	8%	12%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	1%	5%	*	8%
Afr Amer	<1%	33%	*	5%
Hispanic	2%	2%	*	8%
White	*	*	*	5%
Asian	*	-	-	0%
Two+	*	-	-	0%
SpEd	*	29%	*	5%
ECD	2%	5%	*	7%
ELL	<1%	3%	*	5%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	5%	10%	*	12%
Afr Amer	*	*	*	5%
Hispanic	6%	6%	*	12%
White	*	*	*	21%
Asian	-	-	-	0%
Two+	*	*	-	0%
SpEd	11%	*	*	14%
ECD	6%	6%	*	11%
ELL	9%	4%	*	14%

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	68%	56%	70%
Afr Amer	60%	*	70%
Hispanic	67%	61%	75%
White	*	*	70%
Amer Ind	-	-	0%
Asian	-	-	0%
Two+	*	-	0%
SpEd	*	75%	80%
ELL	-	57%	70%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	72%	55%	70%
Afr Amer	80%	*	70%
Hispanic	69%	60%	75%
White	*	*	70%
Amer Ind	-	-	0%
Asian	-	-	0%
Two+	*	-	0%
SpEd	*	50%	70%
ELL	-	71%	75%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	16%	6%	20%
Afr Amer	20%	*	20%
Hispanic	14%	8%	20%
White	*	*	20%
Amer Ind	-	-	0%
Asian	-	-	0%
Two+	*	-	0%
SpEd	*	*	20%
ELL	-	*	20%

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	32%	19%	25%
Afr Amer	50%	*	25%
Hispanic	29%	19%	25%
White	*	*	30%
Amer Ind	-	-	0%
Asian	-	-	0%
Two+	*	-	0%
SpEd	*	*	20%
ELL	-	*	20%

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	90%	90%	85%	90%
Kinder DRA Spanish	81%	85%	88%	90%
1st DRA English	77%	68%	64%	80%
1st DRA Spanish	61%	65%	46%	80%
2nd DRA English	54%	64%	80%	85%
2nd DRA Spanish	*	33%	52%	80%

Data Source: AIMS, EOY Assessment

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	96.2%	96.1%	96.2%	96.1%	97.0%
Afr Amer	95.0%	95.1%	95.2%	95.2%	97.0%
Hispanic	96.4%	96.3%	96.3%	96.2%	97.0%
White	93.7%	93.8%	94.0%	95.7%	97.0%
Amer Ind	*	*	*	*	97.0%
Asian	*	*	*	*	97.0%
Two+	*	94.8%	*	94.9%	97.0%
ECD	96.3%	96.2%	96.1%	96.0%	97.0%

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

* Denominator is less than 900(excluding 0)

- Denominator is 0

Discipline Targets

Campus Discretionary Removals

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	*	*	*	*	*	*	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	*	*	*	*	*	*	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus Suspensions to Home

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

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus ALC/EDAP or In School Suspensions

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

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Fall Enrollment (PEIMS Snapshot Date)

	2012-13 Actual	2013-14 Estimated
All Students	538	545
Afr Amer	36	37
Hispanic	471	469
White	24	25
Amer Ind	1	1
Asian	3	1
Two+	3	11

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	126	5	4%	110	7	6%	3%
Afr Amer	-	-	-	*	*	*	0%
Hispanic	126	5	4%	110	7	6%	3%
White	-	-	-	87	*	*	3%
SpEd	8	*	*	11	*	*	20%
ECD	126	5	4%	105	7	7%	3%

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	10	5	50%	*	*	*	11	*	*	7	*	*	13	8	62%	10	7	70%
F	Hispanic	119	65	55%	84	53	63%	99	48	48%	58	35	60%	108	67	62%	52	33	63%
F	White	6	5	83%	*	*	*	*	*	*	-	-	-	6	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		135	75	56%	91	57	63%	111	53	48%	65	39	60%	127	78	61%	65	42	65%
M	Afr Amer	10	7	70%	8	7	88%	9	7	78%	6	5	83%	10	9	90%	7	7	>99%
M	Hispanic	100	44	44%	66	50	76%	75	30	40%	43	25	58%	109	56	51%	53	38	72%
M	White	6	*	*	*	*	*	6	*	*	*	*	*	8	*	*	5	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		116	54	47%	76	59	78%	90	41	46%	53	33	62%	127	69	54%	65	49	75%
Total		251	129	51%	167	116	69%	201	94	47%	118	72	61%	254	147	58%	130	91	70%

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

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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-130-5-24-0-00	Career Ladder - CP-Read Literacy-Pleasant Hill	0.00	0.00	250.00	-250.00	0.00 %
199-11-6118-R5-130-5-24-0-00	Extra Duty - CP-SSIG-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-130-5-24-0-00	Extra Duty - CP-AYP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-130-5-30-0-00	Extra Duty - CP-AFL-Pleasant Hill	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-00-130-5-24-0-00	Professional Salary - CP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-90-130-5-24-0-00	Professional Salary - CP-PreK-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-130-5-24-0-00	Professional Salary - CP-Read Literacy-Pleasant Hill	58,653.00	0.00	6,586.73	52,066.27	88.77 %
199-11-6121-R4-130-5-24-0-00	Overtime - CP-Risk Stud Sup-Pleasant Hill	0.00	0.00	18.15	-18.15	0.00 %
199-11-6121-R5-130-5-24-0-00	Overtime - CP-SSIG-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-130-5-24-0-00	Part-Time Hourly - CP-SSIG-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-B1-130-5-30-0-00	Part-Time Hourly - CP-AFL-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-130-5-24-0-00	Support Personnel Salary - CP-Risk Stud Sup-Pleasant	24,000.00	0.00	2,555.70	21,444.30	89.35 %
199-11-6141-00-130-5-24-0-00	FICA - CP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-130-5-24-0-00	FICA - CP-PreK-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-130-5-24-0-00	FICA - CP-Risk Stud Sup-Pleasant Hill	1,836.00	0.00	153.58	1,682.42	91.63 %
199-11-6141-R5-130-5-24-0-00	FICA - CP-SSIG-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-130-5-24-0-00	FICA - CP-AYP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-130-5-24-0-00	FICA - CP-Read Literacy-Pleasant Hill	4,487.00	0.00	377.58	4,109.42	91.58 %
199-11-6141-B1-130-5-30-0-00	FICA - CP-AFL-Pleasant Hill	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-130-5-24-0-00	Health/Life Ins - CP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-90-130-5-24-0-00	Health/Life Ins - CP-PreK-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-130-5-24-0-00	Health/Life Ins - CP-Risk Stud Sup-Pleasant Hill	5,477.00	0.00	416.75	5,060.25	92.39 %
199-11-6142-R5-130-5-24-0-00	Health/Life Ins - CP-SSIG-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-130-5-24-0-00	Health/Life Ins - CP-Read Literacy-Pleasant Hill	5,510.00	0.00	454.90	5,055.10	91.74 %
199-11-6143-00-130-5-24-0-00	Wk's Comp - CP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-90-130-5-24-0-00	Wk's Comp - CP-PreK-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-130-5-24-0-00	Wk's Comp - CP-Risk Stud Sup-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-130-5-24-0-00	Wk's Comp - CP-SSIG-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-130-5-24-0-00	Wk's Comp - CP-AYP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-130-5-24-0-00	Wk's Comp - CP-Read Literacy-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-130-5-30-0-00	Wk's Comp - CP-AFL-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-130-5-24-0-00	Teacher Retirement - CP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %

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199-11-6146-90-130-5-24-0-00	Teacher Retirement - CP-PreK-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-130-5-24-0-00	Teacher Retirement - CP-Risk Stud Sup-Pleasant Hill	132.00	0.00	11.23	120.77	91.49 %
199-11-6146-R5-130-5-24-0-00	Teacher Retirement - CP-SSIG-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-130-5-24-0-00	Teacher Retirement - CP-AYP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-130-5-24-0-00	Teacher Retirement - CP-Read Literacy-Pleasant Hill	1,486.00	0.00	101.45	1,384.55	93.17 %
199-11-6146-B1-130-5-30-0-00	Teacher Retirement - CP-AFL-Pleasant Hill	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		<u>112,402.00</u>	<u>0.00</u>	<u>10,926.07</u>	<u>101,475.93</u>	
199-11-6399-CP-130-5-24-0-00	General Supplies - CP-Campus Cost-Pleasant Hill	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>	
199-11-6494-B1-130-5-30-0-00	Field Trips - CP-AFL-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-R5-130-5-24-0-00	Food/Refreshment - CP-SSIG-Pleasant Hill	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>112,402.00</u>	<u>0.00</u>	<u>10,926.07</u>	<u>101,475.93</u>	
199-23-6396-R6-130-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
23 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-31-6116-00-130-5-24-0-00	Subs for Other Professional - CP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-00-130-5-24-0-00	Extra Duty - CP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-130-5-24-0-00	Professional Salary - CP-Pleasant Hill	60,021.00	0.00	5,103.65	54,917.35	91.49 %
199-31-6141-00-130-5-24-0-00	FICA - CP-Pleasant Hill	2,485.00	0.00	250.38	2,234.62	89.92 %
199-31-6142-00-130-5-24-0-00	Health/Life Ins - CP-Pleasant Hill	5,356.00	0.00	454.90	4,901.10	91.50 %
199-31-6143-00-130-5-24-0-00	Wk's Comp - CP-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-130-5-24-0-00	Teacher Retirement - CP-Pleasant Hill	183.00	0.00	71.53	111.47	60.91 %
Total 6100 Payroll Costs		<u>68,045.00</u>	<u>0.00</u>	<u>5,880.46</u>	<u>62,164.54</u>	

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199-31-6329-CP-130-5-24-0-00	Reading Materials - CP-Campus Cost-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-130-5-24-0-00	General Supplies - CP-Campus Cost-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-31-6411-CP-130-5-24-0-00	Employee Travel - CP-Campus Cost-Pleasant Hill	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		68,045.00	0.00	5,880.46	62,164.54	
199-61-6121-B1-130-5-30-0-00	Overtime - CP-AFL-Pleasant Hill	0.00	0.00	24.72	-24.72	0.00 %
199-61-6129-R0-130-5-24-0-00	Support Personnel Salary - CP-Summer Init-Pleasant Hill	3,542.00	0.00	0.00	3,542.00	100.00 %
199-61-6129-B1-130-5-30-0-00	Support Personnel Salary - CP-AFL-Pleasant Hill	16,000.00	0.00	2,175.71	13,824.29	86.40 %
199-61-6139-B1-130-5-30-0-00	Employee Allowance - CP-AFL-Pleasant Hill	732.00	0.00	61.00	671.00	91.66 %
199-61-6141-R0-130-5-24-0-00	FICA - CP-Summer Init-Pleasant Hill	271.00	0.00	0.00	271.00	100.00 %
199-61-6141-B1-130-5-30-0-00	FICA - CP-AFL-Pleasant Hill	1,224.00	0.00	127.66	1,096.34	89.57 %
199-61-6142-R0-130-5-24-0-00	Health/Life Ins - CP-Summer Init-Pleasant Hill	1,365.00	0.00	0.00	1,365.00	100.00 %
199-61-6142-B1-130-5-30-0-00	Health/Life Ins - CP-AFL-Pleasant Hill	2,734.00	0.00	229.06	2,504.94	91.62 %
199-61-6143-B1-130-5-30-0-00	Wk's Comp - CP-AFL-Pleasant Hill	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-R0-130-5-24-0-00	Teacher Retirement - CP-Summer Init-Pleasant Hill	19.00	0.00	0.00	19.00	100.00 %
199-61-6146-B1-130-5-30-0-00	Teacher Retirement - CP-AFL-Pleasant Hill	117.00	0.00	9.61	107.39	91.78 %
Total 6100 Payroll Costs		26,004.00	0.00	2,627.76	23,376.24	
61 Total		26,004.00	0.00	2,627.76	23,376.24	
Total Fund 199 General Fund		206,451.00	0.00	19,434.29	187,016.71	

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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		206,451.00	0.00	19,434.29	187,016.71	

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