

Walnut Creek Early College Prep

2014-2015

Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

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

Approximate hours spent on CIP development	Hours
<ul style="list-style-type: none"> • By CAC and/or CAC subcommittees 	20
<ul style="list-style-type: none"> • By campus administration and/or leadership team 	5

We confirm the above information as correct ...

Position	Name	Date
Principal	Paul Perez	
Co-Chair	Jaime Benites	
Co-Chair	Esperanza Moreno/Wendy Vaquera	



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	Paul Perez

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	2 nd Tuesday of the Month
Time:	6:00 PM

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Maria Trejo						
Parent	Esperanza Moreno	✓					
Parent	Wendy Vaquera	✓					
Parent	Magdalena Paredes						
Parent	Candi Bedford						
Parent	Brandice Turner						
Professional Staff Member	Racheal Sanchez				✓		
Professional Staff Member	Jorge Ledesma			✓	✓		
Professional Staff Member	Luz Carson				✓		
Professional Staff Member	Barry Barton				✓		
Professional Staff Member	Nuria Martin				✓		
Professional Staff Member	Jamie Benites	✓			✓		
Professional Staff Member	Zoe Villarreal		✓		✓	✓	
Professional Staff Member	Alexandra Dunbar				✓		
Classified Staff Member	Myciah Arellano						
Business Representative	Larry Rieber						
Community Representative	Kim Ethridge						

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)

- Performance on district assessments

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

- 4th grade Writing STAAR performance
- STAAR Reading performance (3-5)
- 3rd grade STAAR Math performance
- Primary reading levels (DRA)
- 5th grade STAAR Science performance

TITLE 1 COMPONENTS

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

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

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-1 ☐ State: Below safeguard target

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

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 opportunities for students to engage in guided math groups to strengthen individual needs through differentiated instruction	1, 3, 8	Classroom Teachers	Group students based on skills needed and create environments that are conducive to small group instruction. Opportunity for inclusion of teachers regarding how academic assessments are used. Students will record thinking in their math journals. Using uniformed journals model (lower grades/upper grades) Provide guided math training to all staff members (mandatory for new staff, refresher is optional)	All teachers will create an area for small group guided instruction where manipulatives are available, criteria posters, referent charts and strategy charts will be posted after each group's work session for students to use as a resource later if needed		In Progress
Provide opportunities for Tier I and Tier II intervention Tier I happens with teacher after the initial teaching. If students are still	1,8, 3	Classroom teachers (Tier I), Curriculum specialists Instructional	Provide lessons based on the individual needs of the students and form flexible grouping	Small group lessons plans and membership to ensure offering of daily instruction 90% of the time		In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

struggling the teachers/specialist/coaches can pull scholars. Tier II will be the grade level team.		Coaches(Tier II) Campus Administrators	based on ongoing data analysis. Provide training on Tier I and Tier II intervention.			
Provide instruction in math that will allow students to engage in all categories of math daily. Create Math Centers to address each learning strand	1, 8, 3, 4	Classroom teachers	Teachers will participate in staff development on "How to implement instruction using all the categories of math. New teachers will participate in professional development; the date will be determined later. Create math performance tasks from all categories of math that students can perform with minimal teacher directions	All teachers will engage students in center/group activities where they will participate in math activities from all 5 categories of math daily, such as Origo strategies and Number of the Day		In Progress
Provide opportunities for students to utilize the school wide math tool kit to enhance their skills in solving problem situations	1, 8	Classroom teachers Instructional Specialists And Coaches	All students will receive a copy of the math tool kits and teachers will model how to use it in problem solving situations. Provide staff development to help teachers understand implementation.	100% of students will engage in problem solving situations where they will use strategies that are flexible, effective, and those that will ensure accuracy		In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

			Include Professional Development for new teachers.			
Use math manipulatives to increase student engagement and improve development of math concepts daily	1, 8	Classroom teachers Instructional Specialists and Coaches	Utilize manipulatives into core instruction, centers, guided math on a regular basis with optional / but always available, use during independent practice	100% of classroom teachers will have manipulatives available to students to aide when moving from concrete to abstract and design activities to engage students in the use of manipulatives		Completed
Implement math lessons daily that will allow teachers to address all parts of the TEKS to the depth of thinking (verbs) and complexity of the concepts, context and academic vocabulary by providing activities for building numerical fluency and engaging in problem solving using Bloom's higher order thinking skills. Present problem of the day/week and encourage students to solve using UPS method to measure students current knowledge and skills to close gaps or missing mathematical processes and skills.	1, 8, 3	Classroom teachers Instructional Specialists and Coaches	Provide opportunities for problem solving daily, plan activities that allow students to use academic vocabulary including games and word study, and all teachers K-5 will utilize district Numerical Fluency and automaticity resource materials to build conceptual fluency in math	Perform an analysis of weekly assessments to ensure at least 80% of the students are scoring 70% or better on their tests Make sure students are able to represent the math using academic language and are able to make real world connections while problem solving in math All teachers will plan activities from Numerical Fluency notebooks to build math fluency in their classrooms.		In Progress

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-2

☐ State: Below safeguard target

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

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 coaching to improve consistency of collaboratively implementation of best practices in core instruction in all classrooms	4	Instructional Coaches Grade level teams	Create and provide explicit grade level professional development writing plan, facilitate professional development, engage in conferring cycles for all grade levels	100% of the teachers are observed using best practice at a proficient level during core instruction		In Progress
Provide opportunities for students to apply and extend Tier II and content specific vocabulary in reading and in their writing compositions	1, 3, 8	Classroom teachers Literary Specialists Instructional Coaches Campus Administrators	Use the word walls, word banks, anchor charts, journals and extension activities that promote active use of vocabulary	100% of the students are using vocabulary in discussion, journals and extension activities so that students will be able to use the vocabulary with 80% accuracy on assessments		In Progress
Provide opportunities for Tier I and Tier II writing intervention in all content areas	1, 3, 8	Classroom teachers Literary Specialists Instructional Coaches Campus Administrators Special Ed Teacher	Provide meaningful passages that are on students' instructional level. Group students based on skill level (flexible group) Utilize data from assessments to make informed groupings on students individual needs	Small group lesson plans and membership to ensure offering of daily small group instruction 90% of the time		In Progress
Implement writer's workshop in all	1, 3, 8, 11	Classroom teachers	Pre-K – lower case &	100% of the students are		In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

classrooms PK-5. This ensures PK / EC students are prepared for K. Transition assistance for PK / EC to K.		<p>Literary Specialists Instructional Coaches Campus Administrators</p> <p>capital letters, simple high frequency words, introduce punctuation. Able to distinguish mentor narrative and expository text.</p> <p>Kinder – write 2 complete simple sentences with punctuation. Able to distinguish mentor narrative and expository text. During first semester, as a class produce one narrative and one expository composition. During 2nd semester produce 2 pieces of each type.</p> <p>1st – develop 1 paragraph (with correct punctuation). During first semester, as a class produce one narrative and one expository composition. During 2nd semester students will produce these pieces independently.</p> <p>2nd – develop language use with adjective and dialogue write 3</p>	<p>engaged in writers workshop so that at least 80% of the students receive a 70 or better on periodic assessments.</p> <p>Writing implementation in every center.</p>		
--	--	---	--	--	--

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

paragraphs (B,M,E).
During the 1st semester,
produce one narrative
and one expository piece
independently. During
the 2nd semester, produce
two of each type of
composition
independently.

3rd – complex sentences
connecting sentences.
Write multi paragraph
compositions using rich
language. During the 1st
semester, produce one
narrative and one
expository piece
independently. During
the 2nd semester, produce
two of each type of
composition
independently.

4th write personal
connections to feelings,
reasons to support ideas,
and opinions. Write
expository compositions
directed at appropriate
audience.

5th – personal
connections dialogue,
text to text, literacy

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

			connections, evaluations, research and expository writing. Writing block will include: Grammar, Revising & Editing, Writing Composition			
Provide opportunities to respond to concepts in a way that enhances understanding	8	Classroom teachers Instructional Coaches Campus Administrators	Provide opportunities for students to respond orally, during think aloud, class pair share, cooperative groups, response journals (cross curricular) to justify and explain their thinking	100% of classroom teachers will incorporate journal writing into all content areas.		In Progress
Implement school wide vocabulary development/enrichment.	8	Classroom teachers Instructional Coaches Administrators	Provide common areas for grade level display of simple words (Tier I) to be replaced by higher level vocabulary (penny words – Tier I; dollar words – Tier II)	Display of words in common areas. Increased use of vocabulary and word wall activities.		Completed
Provide professional development on literacy instruction for ELLs	4	Classroom teachers Instructional coaches Campus administrators	Provide professional development on literacy instruction for ELLs that includes instruction on improving/addressing student writing in the native language (Spanish 4th grade).	Incorporate strategies into writing instruction. Increase in writing products at acceptable level (2 or more) in primary language.		

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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 #CI-3 ☐ State: Below safeguard target

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

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
Increase students meeting or exceeding STAAR Science passing standards, and close STAAR Science performance gaps between all student groups.	1, 3, 8	Instructional Coaches	Create professional development plan, Facilitate professional development, Engage in conferring cycles	80% of the teachers are observed using best practice at a proficient level during core instruction		In Progress
Increase students meeting or exceeding STAAR Science passing standards, and close STAAR Science performance gaps between all student groups.	1, 3, 8	Classroom teachers Literary Specialists Instructional Coaches Campus Administrators	Provide passages that are on students' instructional level. Group students based on skill level (flexible group) Utilize data from grade level assessments to make informed groupings on students individual needs	Small group lesson plans and hands on strategies will be utilized during all core content instruction.		In Progress
Increase students meeting or exceeding STAAR Science passing standards, and close STAAR Science performance gaps between all student groups.	1, 3, 8	Classroom teachers Instructional Coaches Campus Administrators	Provide opportunities for problem solving daily Provide instruction that is connected to prior knowledge and real world scenarios. Give students opportunity to question, infer, synthesize, and	Perform an analysis of weekly assessments administered after the objective has been presented and ensure that at least 80% of the scholars receive a 85% or better on the assessment. Use teacher or district		In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

			internalize Science information Gradually releasing responsibility to learner by using modeling, guided practice, and independent practice. Schedule field trips for student exploration and connection to real life science and real world application.	generated assessments. Evidence of student created science interactive notebook as a resource for learning Use campus developed rubrics to assess student understanding of vocabulary.		
Increase students meeting or exceeding STAAR Science passing standards, and close STAAR Science performance gaps between all student groups.	8	Classroom teachers Instructional Coaches Campus Administrators	Provide opportunities for students to respond orally, during think aloud, class pair share, turn and talk, cooperative groups, Science interactive journals, to justify and explain their thinking	100% of classroom teachers will incorporate Science talks and journal writing into their Science routine 90% of the time Model academic language		In Progress
Increase students meeting or exceeding STAAR Science passing standards, and close STAAR Science performance gaps between all student groups.	3, 8	Classroom teachers Instructional Coaches Campus Administrators	Write lessons containing the 30/30/30 model with an emphasis with giving students the opportunity to explore the concept with the student expectation in mind	During classroom observations evidence of using the 30/30/30 model will be present 90% of the time		In Progress
Increase students meeting or exceeding STAAR Science passing standards, and close STAAR Science performance gaps between all student groups.	1, 3, 8	Classroom teachers Instructional Coaches Campus Administrators	Use the word walls, word banks, anchor charts and extension activities that promote active use of	80% of the students are using vocabulary in discussion, journals and extension activities so that		In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

			vocabulary	students will be able to use the vocabulary with 80% accuracy on assessments		
Increase students meeting or exceeding STAAR Science passing standards, and close STAAR Science performance gaps between all student groups.	6, 10		Conduct parent conferences on required days and when needed. Send home assessment data in Thursday folder and communicate expectations in monthly teacher newsletters.	100% of the teachers will communicate to parents in either English or Spanish and will attempt to locate an interpreter for other languages spoken by the parent.		In Progress
Increase students meeting or exceeding STAAR Science passing standards, and close STAAR Science performance gaps between all student groups.	4		Create professional development plan, Facilitate professional development, Engage in conferring cycles	80% of the teachers are observed using best practice at a proficient level during core instruction		In Progress

Table #CI-4 ☐ State: Below safeguard target

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

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
Increase students meeting or exceeding STAAR Reading passing standards, and close STAAR Reading performance gaps between all student groups. (Intermediate reading)	4, 5	Instructional Coaches REACH Coaches	Create professional development plan, Facilitate professional development, Engage in conferring cycles Model for teachers.	100% of the teachers are observed using best practice at a proficient level during core instruction. Diagrams, charts, planned and shared question box		In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

			Provide feedback within one week.			
Increase students meeting or exceeding STAAR Reading passing standards, and close STAAR Reading performance gaps between all student groups. (Intermediate reading)	1, 3, 8	Classroom teachers Literary Specialists Instructional Coaches Campus Administrators	Use the word walls, word banks, anchor charts, and extension activities that promote active use of vocabulary	100% of the students are using vocabulary in discussion, journals and extension activities so that students will be able to use the vocabulary with 80% accuracy on assessments		In Progress
Increase students meeting or exceeding STAAR Reading passing standards, and close STAAR Reading performance gaps between all student groups. (Intermediate reading)	1, 3, 8	Classroom teachers Literary Specialists Instructional Coaches Campus Administrators	Provide reading materials that are on students' instructional level. Utilize data and create flexible groups based on individual student needs. Inclusion of teachers in decisions regarding use of academic assessments.	Small group lesson plans and membership to ensure offering of daily small group instruction 90% of the time		In Progress
Increase students meeting or exceeding STAAR Reading passing standards, and close STAAR Reading performance gaps between all student groups. (Intermediate reading)	3, 8	Classroom teachers Literary Specialists Instructional Coaches Campus Administrators	Provide strategy instruction on connecting to prior knowledge, questioning, inferring across various genres. Gradually releasing responsibility of use of thinking strategies to the learners by using modeling, guided practice, and independent practice	100% of the students are using comprehension strategies during reading so that at least 80% of students receive a 70 or better on Friday weekly assessment Celebrate student's success.		In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

Increase students meeting or exceeding STAAR Reading passing standards, and close STAAR Reading performance gaps between all student groups. (Intermediate reading)	3, 8	Classroom teachers Instructional Coaches Campus Administrators REACH Coaches	Provide opportunities for problem solving daily Provide instruction that is connected to prior knowledge and real world scenarios Gradually releasing responsibility to learner by using modeling, guided practice, and independent practice	Perform an analysis of weekly assessments administered after the student expectation so that at least 90% of the students receive a 80% or better on the assessment		In Progress
Increase students meeting or exceeding STAAR Reading passing standards, and close STAAR Reading performance gaps between all student groups. (Intermediate reading)	6, 10	Administration Classroom teachers Parent Support Specialist	Conduct parent conferences on required days and when needed. Send home data in Thursday folder and communicate expectations in monthly grade level newsletters.	100% of the teachers will communicate to parents in their appropriate L1. Computer assigned to parents by the PSS.		In Progress

Table #CI-5 ☐ State: Below safeguard target

Performance Objective: Increase PK-2 students reading at or above grade level on end of year assessments including DRA/EDL, TRPI/Tejas Lee. (Primary Reading)

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
Require daily guided reading groups for all students who are below grade level with weekly running record for each student. Tracking system for students by graphs, road map etc.	1, 3, 7, 8, 11	Classroom teachers Instructional Coaches Reading Specialists	Create lesson plans that differentiate the: who, what, and how. Running Records for each student.	100% of the students reading below grade level are in guided reading groups. Running records for each student. Student track their		In Progress

Walnut Creek 141

11/6/2014

Page 18

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

Language Arts Games, Phonological Awareness and Phonemic Awareness, etc...				own progress. Tracking system for students: graphs, road map.		
Increase the classroom literacy libraries to include a variety of levels and genre. Increase classroom as well as school literacy library by at least 20% by end of year.	5	Administration	Purchase leveled readers from an approved vendor. Level the readers using the DRA criteria. Title I funds	100% of the primary classrooms will have leveled readers and classroom libraries by at least 20% by the end of the year.		Completed
Ensure use of reading log and independent reading log is sent home daily. Encourage parents to use public library as resource- give information in newsletter or letter home.	1, 6, 8, 10, 11	Classroom teachers Parent Specialist	Use of standard reading log and use of check-in/check-out system. Communicate with parents when reading log is not returned.	100% of the students have opportunities to engage in daily independent reading outside of the school day. Encourage parents to use public library.		In Progress
Facilitate data analysis meetings with PK-2 nd teachers. Require daily independent reading. Vary for grade level. Sustained silent reading to enhance stamina	2, 4	Administration Instructional Coaches Classroom teacher	Set agenda, secure data, arrange for subs., BTO, Title I Create organizational system so students can choose appropriate levels. Students will read a book at their independent reading level	100% of the K-2 nd teachers will participate in MOY data meetings. 100% of students will increase their reading stamina.		In Progress
Graphs in hallways for students to monitor their reading.	3, 6, 8, 10	Classroom teachers Administrations Parents	Reading Log Prizes Communicate to parents and students about reading log.	Graph in hallways will show the progress of each student.		In Progress
A to Z reading	8	Classroom teachers Reading Specialists	Language art centers and computer Lab time.	100% of the students will have access to the system and know how to use it.		In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

				Teachers will use this resource.		
--	--	--	--	----------------------------------	--	--

Table #CI-6 ☐ State: Below safeguard target

Performance Objective: : Increase tutoring/enrichment for students near the STAAR passing standards in Math and Reading.

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 opportunities for Vocabulary Development for 2 nd and 3 rd grade scholars	8	Boys and Girls Club staff	Provide instruction that focuses on vocabulary development through lessons, games and small group work. Also integrating these strategies across the curriculum in math, science, and reading.	Boys and Girls club staff will provide weekly progress monitoring data to administration.		In Progress
Implement high level reading strategies, aligned to TEKS, as a tool for thinking and learning and to enhance comprehension both in school and in real life, leading up to college readiness.	8	Boys and Girls Club staff Boys and Girls Club Curriculum Specialist	Provide strategy instruction on connecting to prior knowledge, questioning, inferring across various genres. Gradually releasing responsibility of use of thinking strategies to the learners by using modeling, guided practice, and independent practice	Small group lesson plans will be utilized during instruction.		In Progress
Provide enrichment opportunities to academically stretch and challenge student learning	8	Boys and Girls Club staff	Group students based on interest and age appropriateness and create environments that	Enrichment lesson plans, technology and hands-on activities will be utilized.		In Progress

Walnut Creek 141

11/6/2014

Page 20

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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

			are conducive to enrichment.			
Provide opportunities for scholars to self-regulate behavior and academic performance.	8, 10	Boys and Girls Club staff Boys and Girls Club Education Director Boys and Girls Club Site Director Campus Administration	Case manage 30 scholars from 3 rd -5 th grade to monitor progress on academic/behavior goals.	BGC staff meets with individual scholars bi-weekly, parents and teachers monthly to track scholars' progress and adjust goals as needed. Collaborate with Campus counseling staff for strategies.		In Progress

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
1. A) All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	9	Lead PE Teacher/Coach CATCH Committee	Utilize the developed Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.		
1. B) The campus will show evidence of an environmental change using Coordinated School Health materials.	9	Lead PE Teacher/Coach CATCH Committee	Utilize CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.		
1. C) Elementary campuses will have one family fitness fun night annually.	9	Lead PE Teacher/Coach CATCH Committee	Utilize existing events to integrate a health message through a coordinated school wide event.	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.		
2. A) 85% of students in grades K-5 will pass the identified skill movement, physical activity, health concept, and social development assessments.	9	Lead PE Teacher/Coach CATCH Committee	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.		

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
2. B) All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	9	Teachers	Teachers may follow the master schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks. Teachers may use the WOW Integrated Academic activity games	Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans.		
3. A) Increase the percent of students in the Healthy Zone for BMI (1%), Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach and Trunk Lift (by 3%).	9	Lead PE Teacher/Coach CATCH Committee	The PE teacher will assess students BMI and other areas using Fitnessgram.	Using Fitnessgram, the campus will be able to determine the increase each student will need to make to reach the determined goal.		
3. B) Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	9	Principal Lead PE Teacher/Coach	Include distribution of data on school calendar.	Spot checks to see if data were received.		
4. A) Ensure that 100% of your staff has the opportunity to	9	Lead PE Teacher Teachers	Provide Teachers with necessary information to	Documentation of information provided.		

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
take the Health Risk Assessment provided by the district			be able to complete Health Risk Assessment.	Decrease in teacher absences due to health related issues.		
5. B) Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	9	Principal Lead PE Teacher/Coach CATCH Committee Teachers Parent Support Specialist	<p>Principals will share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents.</p> <p>Principals will communicate contents of the policy across stakeholders.</p> <p>Principals will identify the three exempted days and email the information to AISD Health Coordinator.</p> <p>Teachers will use alternative rewards instead of food.</p>	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.		

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
a. All classroom teachers will teach one SEL lesson per week.	2, 9	Counselor(s) Teachers	Professional development on SEL and Second Step/School-Connect Utilize the developed SEL curriculum and primary instructional resource	Professional development sign in Teachers will include in weekly, monthly lesson plans evidence of the lessons taught.		
b. School will hold three campus-wide activities for No Place for Hate	2, 9	Counselor(s) Teachers Scholars	Plan activities with student group Students sign ADL respect resolution Implement activities	Participation plan Respect resolutions Photos/documentation of activities		
c. Parents will learn about SEL standards and home support	2, 9	PSS Counselor Administrator	At least one information session for parents SEL in newsletters	Sign in from session(s) Newsletters		
d. Establish SEL Steering Committee and schedule meetings	2, 9	Counselor Administrator Teachers	Representative Committee members Minimum of 6 Steering Committee meetings	Agendas / minutes		

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
e. Establish self-regulation/problem-solving area in classrooms (elementary)	2, 9	Counselor Teachers	Professional development on peace areas/Antarctica Set up space in classroom with posters/reminders Train students on use of areas	PD sign in Space set aside with appropriate visuals Students using area appropriately		
f. Schedule time for reflection and future planning	2, 9, 4	Counselor Administrator	Monthly coach-facilitator check-ins at least 6 End-of-Year Staff Reflection	Coach log Minutes / Goals		

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
CATCH: Communicate with parents regarding the improvement of family structure.	6, 9, 10	Principal Lead PE Teacher/Coach CATCH Committee Teachers Parent Support Specialist	Principals will share the nutrition with staff, teachers, PTA, and parents. Principals will communicate contents of	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.		

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
			<p>the policy across stakeholders.</p> <p>Principals will identify the three exempted days and email the information to AISD Health Coordinator.</p> <p>Teachers will use alternative rewards instead of food.</p>			
SPECIAL EDUCATION: Communicate with parents regarding the improvement of family structure.	6, 9, 10	PSS	<p>Parental workshops, conferences, trainings, flyers, marquee and school messenger.</p> <p>Eagle Talk Show...a bilingual program focuses on academics, developed to inform and educate parents on parental involvement in the community and educational tools. The program will strengthen parent engagement and foster more community</p>			

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
			partners with Austin Independent School District to enable our scholars (students) to improve their academic achievement.			
Title I parental involvement	6, 9, 10	PSS Administration	Informing parents of the expectations of their involvement to improve their child's academics through the Title I parental involvement annual meetings.			
Academics: Literacy Night Science Night Math Night Adult Literacy	2, 6, 9	Curriculum Coaches PSS Administration	Curriculum nights to involve and increase parental involvement in the improvement of their child's academic performance by educating them on the expectations and strategies implemented in the classroom.			

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
<p>Increase the knowledge base for professional staff in instructional planning and delivery.</p> <p>Increase knowledge base for professional staff in implementation of resources of first-time instruction, reteach, and intervention.</p>	4, 5	<p>Administrative Team</p> <p>Content Coaches</p> <p>Professional Staff members</p>	<p>1. Provide district mandated professional development on assigned PD Days.</p> <p>2. Provide 'Just in Time' PD weekly specific to each team for each content area, during content planning.</p> <p>3. Provide campus-wide PD bi-monthly during staff meetings.</p>	<p>Lesson plan development will be more complete and will indicate an increased level of rigor in instruction, as well as, differentiation to meet student needs are included.</p> <p>Reduced level of instructional variability across the grade level.</p> <p>Maximization of instructional time either whole group or during intervention.</p>		

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 (Conditions in Yellow)

Special Education Identification – All Levels

Table #DR-7						
Performance Objective: Reduce the rate of Hispanic students identified for special education.						
Condition: If Hispanic SPED enrollment rate is > 1 percentage point above Hispanic enrollment rate					Source: SPED C-IEP (C) 4 th 6 weeks	
Campus Figure: 9.5		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Review campus level data on SPED representation provided by SPED department.	9, 2	Child Study Team	-Ensure core curriculum (Tier I) is solid and being taught with fidelity. -Provide on-going, coherent professional development on topics such as to how to differentiate instruction, provide multi-level instruction, individualized instruction, and how to make instructional accommodations. -Identify students needing Tier II interventions based on universal screening measures. (TPRI, DRA, DIBELS, BOY, MOY etc.) -Analyze data to determine specific areas	100% of the classroom teachers will attend the training and will understand the process for Pre Child Study. 100% of the classroom teachers' lesson plans will indicate differentiation using Tier I and Tier II guided groups.(small group pullout) and Tier III (Sped/after school). 100 % of classroom teachers will attend additional training in SAMA, TBSI, Differentiation and Scaffolding, provided by campus or district. 100% of classroom teachers will be attend training and		

Walnut Creek 141

11/6/2014

Page 30

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-7

Performance Objective: Reduce the rate of Hispanic students identified for special education.						
Condition: If Hispanic SPED enrollment rate is > 1 percentage point above Hispanic enrollment rate					Source: SPED C-IEP (C) 4 th 6 weeks	
Campus Figure: 9.5		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
			of need for each individual student. -Design and implement specific interventions based on areas of need. -Require intervention plans to address the diverse learning needs and individual learning styles of the student. -Give parents clear information and feedback as to their role and the purposes of the interventions of their child	will understand use of Child Study System to identify and record students in need of Tiered interventions based on universal screening measures.		
b. Review students currently in eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	2, 9	Child Study Team	1. Analyze data to determine specific area of need for each individual student. 2. Collaborate with Child Study Vertical team facilitator to train staff on Tier I,	100% of the classroom teachers will attend the training and will understand the process for Pre Child Study. 100% of the classroom teachers' lesson plans will		

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-7

Performance Objective: Reduce the rate of Hispanic students identified for special education.						
Condition: If Hispanic SPED enrollment rate is > 1 percentage point above Hispanic enrollment rate					Source: SPED C-IEP (C) 4 th 6 weeks	
Campus Figure: 9.5		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
			II, and III interventions 3. Differentiate instruction to address individual student needs and learning styles. 4. Design and implement specific interventions based on areas of need. 5. Ensure all staff members participate in professional development on Tier I, II, and III interventions. 6. Monitor use of interventions to better meet the need of individual students. 7. For students who do not respond to Tier II interventions, consider diagnostic assessments to	indicate differentiation using Tier I and Tier II guided groups.(small group pullout) and Tier III (Sped/after school)		

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-7

Performance Objective: Reduce the rate of Hispanic students identified for special education.						
Condition: If Hispanic SPED enrollment rate is > 1 percentage point above Hispanic enrollment rate					Source: SPED C-IEP (C) 4 th 6 weeks	
Campus Figure: 9.5		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
			inform planning for Tier III interventions 8. Design and implement Tier III interventions based on diagnostic assessment of individual student needs. 9. Give parents clear information and feedback as to their role and the purposes of the interventions of their child			

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 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: 60.0%		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. Review student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	1, 2, 3, 7, 9	Special Education Teachers Classroom teachers Administrators Sped. Coordinator	Participate in grade level team meetings with regular and special education teachers to support IEP. Include sped. students in Tier I and Tier II interventions.	team will attend team meetings, LST and ARD to remain below 125% level LRE.		
b. Increased use of differentiated instruction in general education classrooms.	2, 3, 8	Teachers	Daily implementation based on individual student need.			

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

ELL Proficiency Levels – All Levels

Table #DR-12						
Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).						
Condition: If percentage of LEP students at beginning proficiency level over two-year period > 4.5%					Source: AISD CDA Report/TELPAS	
Campus rate: 12%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. (ES) Continue to implement the DL program with fidelity to the Gomez and Gomez DL Enrichment Model.	9, 2	Administrator Dual Language Cadre	Administrative walkthroughs. Provide additional in school support in reading for our ELLs.	100% teachers implement ELPS as evidenced in lesson plans and walkthroughs. Additional RTI time support for ELLs.		
b. (ES) Ensure administrative staff and teachers attend all DL trainings	9, 4	Administrator Dual Language Cadre	Require all staff members to attend DL training	Training Certificate/Transcript		
c. (ES) Provide schedules that ensure 50% of instruction is in Spanish and 50% is in English in grades 2-4.	9, 8, 3	Administrator Dual Language Cadre	Ensure master schedule provides time for intended LOI	Master Schedule		
d. (ES) For second grade provide 2 reading periods—one in English and one in Spanish.	9, 8, 3	Administrator Master Scheduler	Ensure master schedule provides time for intended LOI	Grade Level Schedule		

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:	Students on watch list for Reading, Writing, Math and Science are provided a teacher for afterschool and Saturday School tutoring programs for specific TEKS as indicated from student data.
General Supplies for at-risk students:	At-risk students are provided with general supplies to use during the school day, after school and on Saturdays for tutoring sessions.
Transition Services (from middle school to high school or from elementary school to middle school):	
Middle School reading and math initiatives:	
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	
Reading specialists (to include literacy coaches):	Students on watch list for Reading are provided Tier II and Tier III interventions throughout the day, 2-3 times per week with a specialist.
Math specialist (FTE for math interventions):	
Elementary Counselors:	Counselors are provided funds to order supplies and/or supplement their curriculum with resources to meet the needs of students.
Dropout prevention services:	
DELTA (or other credit recovery programs):	
Parent Support Specialist (or other parent involvement expenses):	PSS are provided funds for supplies, copies, travel, food and contracted services that support the increased involvement and participation of parents in their child's education.
9 th Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	

APPENDIX A-2

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

	Participate in district-sponsored job fairs
	Participate in recruiting trips
X	Provide mentors to first and second year teachers
X	Offer high-quality professional development
X	Provide leadership opportunities for teachers
	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
	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: 1-5 DR: 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	CI: 5 DR: 2, 3, 7, 10, 12
3	Instruction by highly qualified staff	CI: 1-5 DR: 10, 12
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	CI: 1-5 DR: 2, 4, 12
5	Strategies to attract highly qualified teachers to high-need schools	CI: 4, 5 DR: 4
6	Strategies to increase parental involvement	CI: 3-5 DR: 3
7	Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	CI: 5 DR: 10
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	CI: 1-6 DR: 10, 12
9	Coordination and integration of federal, state, and local services and programs	DR: 1, 2, 3, 7, 10, 12
10	Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	CI: 3-6 DR: 3
11	<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	CI: 2, 5

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				
*.5 AP	The AP will support the Principal in all aspects of administration	Walnut Creek serves 600+ ELL students and are 94% free and reduced lunch	\$28,861.00	Increase in student achievement, and increase in individualization in instruction
*Teacher	One intermediate and one primary (.5 -211, .5 Local State Bilingual) Reading specialist will do Teir II and Teir III interventions for struggling readers	Campus has a 20% of student body in need of intensive reading intervention as seen on Telpas and on Passing rate on STAAR	\$86,190.00	Increase student achievement on reading DRA and EDL for all struggling students
Ext Duty - Teachers Tutoring	Provide teir III interventions before and after school in Math, Science, and Writing	STAAR and benchmarks show need to increase math, science and writing from 45% passing to College ready level.	\$31,000.00	Increased student achievement
Ext Duty - Teachers Planning	Provide Teachers with training in RTI, SEL, PLC, and all content areas	STAAR, TELPAS, DRA indicate a need for teacher extra planning and training for Reading, Writing, Math, and science.	\$12,510.00	Increased student achievement
Subs	Provide teachers with time to analyse data, and to plan content for interventions	Benchmark and MOY data is used to show what TEKS specifically need to be retaught in an intervention format.	\$3,001.00	Increased student achievement
PT Hourly	Provide Refugees and Newcomers with Teir II and Teir III reading intervention	DRA and Telpas show that refugees and newcomers are struggling to make one or more years growth.	\$19,200.00	Increase in Reading Achievement
*Salary Adjustment = 5% of			\$5,753.00	

salaries				
Instructional Supplies, Materials, and Equipment				
Copier Rental	Provide individualized instructional material	Copy instructional material to meet the needs of individual students	\$10,000.00	Increase student achievement
Misc Contr Svcs	ACE tutors will test and provide one-on-one reading intervention for bubble students to bring them up to grade level	Primary DRA scores are at 75% on grade level. Need to increase to 85% or better.	\$10,000.00	Increase student Reading Achievement
Reproduction Costs	Provide individual instructional material for all content areas	Copy instructional material to meet the needs of individual students	\$1,000.00	Increased student achievement
Reading Materials	Provide instructional reading materials for teachers to use with students for intervention	Primary DRA scores are at 75% on grade level. Need to increase to 85% or better.	\$1,000.00	Increase student Reading Achievement
Testing Materials (STAAR)	Provide individual instructional material for all content areas	Supplies to aid in Tier I, Tier II and Tier III instruction	\$1,000.00	Increase student Achievement
Software	Provide web based reading material for reading instruction. Provide web based math material for math instruction,	Primary DRA scores are at 75% on grade level. Need to increase to 85% or better.	\$3,000.00	Increase student Reading Achievement
General Supplies	Provide individual instructional material for all content areas	Supplies to aid in Tier I, Tier II and Tier III instruction	\$29,877.00	Increase student achievement
Student Travel (Charter Bus)	Provide hands on, in the field Science experiences for Life Science, environmental science, and astronomy.	STAAR and benchmarks show need to increase Science from 49% passing to College ready level.	\$11,020.00	Increase student Achievement
Professional Development/Staff Training				
Emp Travel	Provide staff training on area of greatest need	To inform teachers of best educational practices, across all content and to build teacher leadership for developing and implementing content at a rigorous level.	\$12,500.00	Increase student achievement
Community Services (Function 61)				
General Supplies	Provide supplies for workshops and parent involvement events.	To increase the amount of parental engagement	\$1,148.00	Increased parental engagement
Emp Travel	Provide PSS with Training opportunities	To increase the amount of parental engagement	\$2,256.00	Increased parental engagement
Food/Refreshments	Provide treat for parents in parent	To increase the amount of	\$1,000.00	Increased parental

	workshops or parental engagement opportunities	parental engagement		engagement
Reproduction / Printing	Provide printed material for parental engagement workshops and promotions of parental engagement opportunities	To increase the amount of parental engagement	\$1,000.00	Increased parental engagement
Other Requests				
Reading Materials	Provide a variety of high interest library books to promote literacy at all grade levels.	Primary DRA scores are at 75% on grade level. Need to increase to 85% or better.	\$5,000.00	Increase student reading Achievement
Misc. Contracted services	Provide parents and community information on how to access school system	To increase the amount of parental engagement	\$2,000.00	Increased parental engagement
TOTAL (Must Match BTO Total)			\$278,316.00	

Campus Scorecard 2014-15
141 - Walnut Creek 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	25%	24%	27%	38%
Afr Amer	23%	31%	32%	42%
Hispanic	26%	23%	25%	36%
White	*	*	50%	58%
Asian	*	*	*	66%
Two+	*	*	*	15%
SpEd	21%	39%	*	36%
ECD	24%	22%	25%	36%
ELL	16%	13%	22%	34%

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	33%	30%	31%	41%
Afr Amer	32%	25%	26%	37%
Hispanic	33%	30%	30%	41%
White	*	*	*	40%
Asian	*	*	*	49%
Two+	*	*	*	100%
SpEd	28%	57%	42%	50%
ECD	32%	30%	31%	41%
ELL	25%	32%	28%	39%

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	13%	17%	12%	26%
Afr Amer	25%	*	*	15%
Hispanic	13%	18%	11%	24%
White	*	*	*	43%
Asian	*	*	*	58%
Two+	*	*	-	15%
SpEd	21%	*	*	15%
ECD	13%	18%	10%	24%
ELL	6%	15%	*	20%

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	21%	23%	24%	36%
Afr Amer	14%	29%	*	43%
Hispanic	21%	22%	20%	32%
White	*	*	*	58%
Asian	-	-	*	100%
Two+	*	*	-	15%
SpEd	31%	6%	*	15%
ECD	19%	22%	24%	35%
ELL	10%	15%	*	25%

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	9%	7%	10%	15%
Afr Amer	<1%	6%	*	20%
Hispanic	10%	7%	10%	14%
White	*	*	*	14%
Asian	*	*	*	24%
Two+	*	*	*	5%
SpEd	<1%	7%	*	5%
ECD	9%	6%	10%	14%
ELL	4%	1%	9%	14%

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	13%	11%	13%	17%
Afr Amer	9%	<1%	*	15%
Hispanic	13%	11%	12%	17%
White	*	*	*	24%
Asian	*	*	*	43%
Two+	*	*	*	5%
SpEd	3%	14%	*	5%
ECD	13%	10%	13%	17%
ELL	5%	9%	10%	14%

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%	1%	*	5%
Afr Amer	<1%	*	*	5%
Hispanic	2%	1%	*	5%
White	*	*	*	5%
Asian	*	*	*	5%
Two+	*	*	-	5%
SpEd	<1%	*	*	5%
ECD	2%	1%	*	5%
ELL	2%	<1%	*	5%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	7%	4%	10%	14%
Afr Amer	<1%	<1%	*	37%
Hispanic	7%	5%	*	10%
White	*	*	*	29%
Asian	-	-	*	100%
Two+	*	*	-	5%
SpEd	15%	<1%	*	5%
ECD	6%	3%	8%	13%
ELL	7%	2%	*	5%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	56%	59%	69%
Afr Amer	56%	>99%	100%
Hispanic	57%	56%	66%
White	*	*	60%
Amer Ind	-	-	100%
Asian	*	*	60%
Two+	*	-	100%
SpEd	*	71%	81%
ELL	78%	54%	64%

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	57%	70%	80%
Afr Amer	64%	86%	96%
Hispanic	54%	68%	78%
White	*	*	60%
Amer Ind	-	-	100%
Asian	*	*	100%
Two+	*	-	100%
SpEd	*	*	67%
ELL	*	76%	86%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	15%	12%	23%
Afr Amer	11%	*	54%
Hispanic	14%	10%	21%
White	*	*	100%
Amer Ind	-	-	100%
Asian	*	*	100%
Two+	*	-	100%
SpEd	*	*	25%
ELL	<1%	*	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	18%	34%	45%
Afr Amer	18%	*	40%
Hispanic	20%	33%	34%
White	*	*	61%
Amer Ind	-	-	100%
Asian	*	*	61%
Two+	*	-	100%
SpEd	*	*	100%
ELL	*	41%	52%

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	62%	77%	76%	86%
Kinder DRA Spanish	59%	71%	48%	58%
1st DRA English	56%	62%	41%	51%
1st DRA Spanish	65%	68%	69%	79%
2nd DRA English	67%	49%	31%	41%
2nd DRA Spanish	70%	73%	46%	56%

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	96.9%	97.0%	96.5%	96.3%	98.0%
Afr Amer	96.2%	96.3%	96.0%	95.5%	98.0%
Hispanic	97.2%	97.2%	96.7%	96.5%	98.0%
White	93.7%	95.1%	93.4%	94.8%	98.0%
Amer Ind	<1%	<1%	*	*	98.0%
Asian	96.3%	96.6%	98.1%	96.7%	98.0%
Two+	93.1%	95.5%	93.8%	91.9%	98.0%
ECD	96.9%	97.0%	96.5%	96.3%	98.0%

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

* Denominator is less than 900(excluding 0)

- Denominator is 0

Discipline Targets

Campus Discretionary Removals

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

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus Suspensions to Home

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	11	1.01%	21	2.01%	9	1.13%	0.50%
Afr Amer	*	*	5	5.95%	*	*	0.50%
Hispanic	6	<1%	13	1.51%	6	<1%	0.40%
White	*	*	*	*	*	*	2.00%
Amer Ind	-	-	*	*	*	*	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	7	<1%	12	1.15%	*	*	0.10%
Afr Amer	*	*	*	*	*	*	1.00%
Hispanic	*	*	7	<1%	*	*	0.15%
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	909	661
Afr Amer	65	54
Hispanic	771	527
White	44	34
Amer Ind	0	1
Asian	17	22
Two+	12	23

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	284	34	12%	204	22	11%	9%
Afr Amer	*	*	*	*	*	*	0%
Hispanic	272	32	12%	192	21	11%	9%
White	6	*	*	167	20	12%	10%
SpEd	18	6	33%	9	*	*	20%
ECD	276	34	12%	198	22	11%	9%

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	21	12	57%	9	5	56%	11	*	*	5	*	*	12	*	*	*	*	*
F	Hispanic	148	77	52%	80	48	60%	134	84	63%	59	33	56%	100	55	55%	53	31	58%
F	White	5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		174	92	53%	92	55	60%	149	90	60%	66	36	55%	116	61	53%	59	33	56%
M	Afr Amer	12	9	75%	10	8	80%	7	5	71%	5	*	*	13	6	46%	6	6	>99%
M	Hispanic	189	88	47%	98	71	72%	136	62	46%	71	49	69%	105	39	37%	64	37	58%
M	White	5	*	*	*	*	*	8	*	*	6	5	83%	8	*	*	6	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		206	100	49%	112	83	74%	151	71	47%	82	58	71%	126	47	37%	76	47	62%
Total		380	192	51%	204	138	68%	300	161	54%	148	94	64%	242	108	45%	135	80	59%

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6118-00-141-5-24-0-00	Extra Duty - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-141-5-24-0-00	Extra Duty - CP-SSIG-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-141-5-24-0-00	Extra Duty - CP-AYP Elem-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-RR-141-5-24-0-00	Extra Duty - CP-Read Literacy-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-141-5-30-0-00	Extra Duty - CP-AFL-Walnut Creek	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-00-141-5-24-0-00	Professional Salary - CP-Walnut Creek	22,683.00	0.00	2,547.30	20,135.70	88.77 %
199-11-6119-90-141-5-24-0-00	Professional Salary - CP-PreK-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-141-5-24-0-00	Professional Salary - CP-Read Literacy-Walnut Creek	44,748.00	0.00	11,621.19	33,126.81	74.02 %
199-11-6119-RS-141-5-24-0-00	Professional Salary - CP-Reserve Units-Walnut Creek	0.00	0.00	5,080.49	-5,080.49	0.00 %
199-11-6121-00-141-5-24-0-00	Overtime - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R8-141-5-24-0-00	Overtime - CP-AYP Elem-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-141-5-24-0-00	Part-Time Hourly - CP-SSIG-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-141-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-00-141-5-24-0-00	Support Personnel Salary - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-141-5-24-0-00	FICA - CP-Walnut Creek	1,609.00	0.00	133.65	1,475.35	91.69 %
199-11-6141-90-141-5-24-0-00	FICA - CP-PreK-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-141-5-24-0-00	FICA - CP-SSIG-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-141-5-24-0-00	FICA - CP-AYP Elem-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-141-5-24-0-00	FICA - CP-Read Literacy-Walnut Creek	3,423.00	0.00	610.97	2,812.03	82.15 %
199-11-6141-RS-141-5-24-0-00	FICA - CP-Reserve Units-Walnut Creek	0.00	0.00	303.15	-303.15	0.00 %
199-11-6141-B1-141-5-30-0-00	FICA - CP-AFL-Walnut Creek	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-141-5-24-0-00	Health/Life Ins - CP-Walnut Creek	0.00	0.00	202.52	-202.52	0.00 %
199-11-6142-90-141-5-24-0-00	Health/Life Ins - CP-PreK-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-141-5-24-0-00	Health/Life Ins - CP-SSIG-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-141-5-24-0-00	Health/Life Ins - CP-Read Literacy-Walnut Creek	5,743.00	0.00	864.00	4,879.00	84.95 %
199-11-6142-RS-141-5-24-0-00	Health/Life Ins - CP-Reserve Units-Walnut Creek	0.00	0.00	416.75	-416.75	0.00 %
199-11-6143-00-141-5-24-0-00	Wk's Comp - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-90-141-5-24-0-00	Wk's Comp - CP-PreK-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-141-5-24-0-00	Wk's Comp - CP-SSIG-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-141-5-24-0-00	Wk's Comp - CP-AYP Elem-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-141-5-24-0-00	Wk's Comp - CP-Read Literacy-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RS-141-5-24-0-00	Wk's Comp - CP-Reserve Units-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %

User: SPATTERS
Report: CAMPUS_EXP
Instance: Austin ISD-Production

Current Date: 10/16/2014
Time: 16:03:29
Page: 1

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6143-B1-141-5-30-0-00	Wk's Comp - CP-AFL-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-141-5-24-0-00	Teacher Retirement - CP-Walnut Creek	20.00	0.00	10.39	9.61	48.05 %
199-11-6146-90-141-5-24-0-00	Teacher Retirement - CP-PreK-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-141-5-24-0-00	Teacher Retirement - CP-SSIG-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-141-5-24-0-00	Teacher Retirement - CP-AYP Elem-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RK-141-5-24-0-00	Teacher Retirement - CP-In Dist Chart Coll Prep	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-141-5-24-0-00	Teacher Retirement - CP-Read Literacy-Walnut Creek	486.00	0.00	65.15	420.85	86.59 %
199-11-6146-RS-141-5-24-0-00	Teacher Retirement - CP-Reserve Units-Walnut Creek	0.00	0.00	21.84	-21.84	0.00 %
199-11-6146-B1-141-5-30-0-00	Teacher Retirement - CP-AFL-Walnut Creek	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		<u>89,533.00</u>	<u>0.00</u>	<u>21,877.40</u>	<u>67,655.60</u>	
199-11-6399-CP-141-5-24-0-00	General Supplies - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-SL-141-5-24-0-00	General Supplies - CP-MS Strug Learner-Walnut Cre	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>	
199-11-6497-SL-141-5-24-0-00	Food/Refreshment - CP-MS Strug Learner-Walnut Cre	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>89,533.00</u>	<u>0.00</u>	<u>21,877.40</u>	<u>67,655.60</u>	
199-12-6329-LB-141-5-24-0-00	Reading Materials - CP-Walnut Creek	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>	
12 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-13-6117-00-141-5-24-0-00	Career Ladder - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-00-141-5-24-0-00	Extra Duty - CP-Walnut Creek	0.00	0.00	644.94	-644.94	0.00 %
199-13-6118-B1-141-5-30-0-00	Extra Duty - CP-AFL-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-141-5-24-0-00	Professional Salary - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-CP-141-5-24-0-00	Professional Salary - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-RR-141-5-24-0-00	Professional Salary - CP-Read Literacy-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %

User: SPATTERS
Report: CAMPUS_EXP
Instance: Austin ISD-Production

Current Date: 10/16/2014
Time: 16:03:29
Page: 2

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-13-6141-00-141-5-24-0-00	FICA - CP-Walnut Creek	0.00	0.00	48.59	-48.59	0.00 %
199-13-6141-CP-141-5-24-0-00	FICA - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-RR-141-5-24-0-00	FICA - CP-Read Literacy-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-B1-141-5-30-0-00	FICA - CP-AFL-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-141-5-24-0-00	Health/Life Ins - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-CP-141-5-24-0-00	Health/Life Ins - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-RR-141-5-24-0-00	Health/Life Ins - CP-Read Literacy-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-141-5-24-0-00	Wk's Comp - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-CP-141-5-24-0-00	Wk's Comp - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-RR-141-5-24-0-00	Wk's Comp - CP-Read Literacy-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-B1-141-5-30-0-00	Wk's Comp - CP-AFL-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-141-5-24-0-00	Teacher Retirement - CP-Walnut Creek	0.00	0.00	20.54	-20.54	0.00 %
199-13-6146-CP-141-5-24-0-00	Teacher Retirement - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-RR-141-5-24-0-00	Teacher Retirement - CP-Read Literacy-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-B1-141-5-30-0-00	Teacher Retirement - CP-AFL-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	714.07	-714.07	
13 Total		0.00	0.00	714.07	-714.07	
199-23-6396-R6-141-5-24-0-00	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	
199-31-6116-00-141-5-24-0-00	Subs for Other Professional - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-31-6116-CP-141-5-24-0-00	Subs for Other Professional - CP-Campus Cost-Walnut	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-00-141-5-24-0-00	Extra Duty - CP-Walnut Creek	0.00	0.00	967.41	-967.41	0.00 %
199-31-6119-00-141-5-24-0-00	Professional Salary - CP-Walnut Creek	45,869.00	0.00	5,151.07	40,717.93	88.77 %
199-31-6119-CP-141-5-24-0-00	Professional Salary - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-31-6125-CP-141-5-24-0-00	Part-Time Hourly - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-31-6141-00-141-5-24-0-00	FICA - CP-Walnut Creek	3,689.00	0.00	344.86	3,344.14	90.65 %
199-31-6141-CP-141-5-24-0-00	FICA - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %

User: SPATTERS
Report: CAMPUS_EXP
Instance: Austin ISD-Production

Current Date: 10/16/2014
Time: 16:03:29
Page: 3

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-31-6142-00-141-5-24-0-00	Health/Life Ins - CP-Walnut Creek	5,372.00	0.00	871.65	4,500.35	83.77 %
199-31-6142-CP-141-5-24-0-00	Health/Life Ins - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-00-141-5-24-0-00	Wk's Comp - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-CP-141-5-24-0-00	Wk's Comp - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-141-5-24-0-00	Teacher Retirement - CP-Walnut Creek	621.00	0.00	38.15	582.85	93.85 %
199-31-6146-CP-141-5-24-0-00	Teacher Retirement - CP-Campus Cost-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		55,551.00	0.00	7,373.14	48,177.86	
199-31-6411-CP-141-5-24-0-00	Employee Travel - CP-Campus Cost-Walnut Creek	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		55,551.00	0.00	7,373.14	48,177.86	
199-32-6119-00-141-5-24-0-00	Professional Salary - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-32-6141-00-141-5-24-0-00	FICA - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-32-6142-00-141-5-24-0-00	Health/Life Ins - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-00-141-5-24-0-00	Wk's Comp - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-32-6146-00-141-5-24-0-00	Teacher Retirement - CP-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
32 Total		0.00	0.00	0.00	0.00	
199-51-6244-NI-141-5-24-0-00	Maint: Furniture & Equipment - CP-Needs Imp/Acad	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		0.00	0.00	0.00	0.00	
51 Total		0.00	0.00	0.00	0.00	
199-61-6121-B1-141-5-30-0-00	Overtime - CP-AFL-Walnut Creek	0.00	0.00	62.64	-62.64	0.00 %
199-61-6129-B1-141-5-30-0-00	Support Personnel Salary - CP-AFL-Walnut Creek	16,000.00	0.00	1,633.46	14,366.54	89.79 %
199-61-6139-B1-141-5-30-0-00	Employee Allowance - CP-AFL-Walnut Creek	312.00	0.00	26.00	286.00	91.66 %
199-61-6141-B1-141-5-30-0-00	FICA - CP-AFL-Walnut Creek	1,224.00	0.00	104.43	1,119.57	91.46 %

User: SPATTERS
Report: CAMPUS_EXP
Instance: Austin ISD-Production

Current Date: 10/16/2014
Time: 16:03:29
Page: 4

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-61-6142-B1-141-5-30-0-00	Health/Life Ins - CP-AFL-Walnut Creek	2,734.00	0.00	208.38	2,525.62	92.37 %
199-61-6143-B1-141-5-30-0-00	Wk's Comp - CP-AFL-Walnut Creek	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-141-5-30-0-00	Teacher Retirement - CP-AFL-Walnut Creek	83.00	0.00	7.46	75.54	91.01 %
Total 6100 Payroll Costs		<u>20,353.00</u>	<u>0.00</u>	<u>2,042.37</u>	<u>18,310.63</u>	
61 Total		<u>20,353.00</u>	<u>0.00</u>	<u>2,042.37</u>	<u>18,310.63</u>	
Total Fund 199 General Fund		<u>165,437.00</u>	<u>0.00</u>	<u>32,006.98</u>	<u>133,430.02</u>	

User: SPATTERS
Report: CAMPUS_EXP
Instance: Austin ISD-Production

Current Date: 10/16/2014
Time: 16:03:29
Page: 5

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		165,437.00	0.00	32,006.98	133,430.02	

User: SPATTERS
Report: CAMPUS_EXP
Instance: Austin ISD-Production

Current Date: 10/16/2014
Time: 16:03:29
Page: 6