

**Dorothy Linder Elementary School**

**2014-2015**

**Campus Improvement Plan**

**Austin Independent School District**

## CIP CHECKLIST AND CONFIRMATION

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

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

Approximate hours spent on CIP development	<b>Hours</b>
<ul style="list-style-type: none"> <li>By CAC and/or CAC subcommittees</li> </ul>	14
<ul style="list-style-type: none"> <li>By campus administration and/or leadership team</li> </ul>	18

**We confirm the above information as correct ...**

Position	Name	Date
Principal	Beverley Odom	09/16/2014
Co-Chair	Jessica Wick	09/16/2014
Co-Chair	Carmen Barrera	09/16/2014



**Austin Independent School District  
Strategic Plan 2010-2015**

***The Campus Improvement Plan directly supports the AISD Strategic Plan.***

***Mission***

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

***Vision***

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

***Values***

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

***Goals***

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

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

<b>Non-Voting Members</b>	<b>Name</b>
Principal	<b>Beverley Odom</b>
Assistant Principal	<b>Maud Maldonado</b>

<b>Regularly Scheduled CAC meetings:</b>	
Day of the Month (e.g., 2 <sup>nd</sup> Tues):	3 <sup>rd</sup> Tuesday
Time:	3:30-5:00

<b>Voting Members</b>	<b>Name</b>	<b>CAC Co-Chair (✓)</b>	<b>CAC Sec. (✓)</b>	<b>PTA Pres. (✓)</b>	<b>Classroom Teacher (✓)</b>	<b>SpEd Expertise (✓)</b>	<b>Other Prof. Staff Member (Give Title)</b>
Parent	Corina Limon						
Parent	Marla Profyt						
Parent	Teresa Pardo						
Parent	In Progress						
Parent	In Progress						
Parent	In Progress						
Professional Staff Member	Adriana Candelas					X	
Professional Staff Member	Paula Segura				X		
Professional Staff Member	Carmen Barrera	X					
Professional Staff Member	Kelly Wardlaw		X				
Professional Staff Member	Yosef Aguilar				X		
Professional Staff Member	Janis Machado				X		
Classified Staff Member	Alba Ponti						
Student ( <i>If Applicable</i> )	In Progress						
Business Representative	In Progress						
Community Representative	In Progress						

## 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)

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

- Support Teachers in implementing strategies and provide programs that will yield an increased percentage of students meeting the criteria set for STAAR in Math and Reading
- Increase Reading Levels for Grades 1 and 2
- Technology Implementation
- Increase the number of ELLs who make progress from beginning proficiency level to intermediate proficiency level on TELPAS
- Increase the number of ELLs who meet passing standard on STAAR
- Increase Identification of GT Students
- Science
- Attendance

## 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 <b>Elementary Schools only:</b> EC/PK/EL transition programs

Table #CI-1







☐ State: Below safeguard target

### Performance Objective: Support Teachers in implementing strategies and provide programs that will yield an increased percentage of students meeting the criteria set for STAAR in Math and Reading

Applicable Strategic Plan Goal(s): 1,2,3,4

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Provide teacher training to improve teacher ability in deconstructing Student Expectation (SE) and aligning instruction to SE in all content areas.		-Teachers -Instructional coaches -Administrators	-Wednesday Trainings -District PDs -Technology -Delivery of new strategies by coaches during class time or campus PDs	-Improved delivery of instruction -Improved knowledge of material that needs to be taught at the rigor expected -Improved test scores	May 2015	
b. Planning time will be provided and scheduled to allow specified time to develop rigorous lessons using alignment to SEs.		-Teachers -Instructional Coaches -Administrators	-Team Planning Thursdays with coaches	-Completed lesson plans that reflect higher order thinking lessons -Increasingly rigorous classroom instruction	May 2015	
c. Administer short-cycle assessments and review with administrators in order to maintain communication about student needs.		-Teachers -Coaches -Administrators	-Team Planning sessions Wednesday and Thursday -Short cycle tests from SchoolNet: Inclusion of teachers in decisions regarding use of academic assessments.	-Test results available on SchoolNet -Improved test scores	April 2015	
d. Grade-level planning meeting days every 3 weeks to develop lessons plans for every genre.		-Teachers -Coaches -Administrators	-Genre Study by Fountas and Pinnell -Mentor texts -Team Planning sessions Wednesday/Thursday	-Yearly Plan developed Completed lesson plans -Student understanding of genres	April 2015	

## CAMPUS ACTION PLAN FOR 2014-15

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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 <b>Elementary Schools only:</b> EC/PK/EL transition programs				
e. During the day, Tier 1 interventions and progress monitoring will be provided by the classroom teachers. Fidelity checks will be performed by specialists with the schedules turned in by teachers in order to keep track of students needing interventions.		-Teachers -Coaches -Administrators	-Classroom daily schedules -Classroom observation forms -RTI small group interventions lists	-Lesson plans -Improved test scores for Tier I students	May 2015	
f. During the day, Tier 2 & Tier 3 interventions and progress monitoring will be provided by the Math & Reading Specialists & Tutors. Schedules are turned in to administrators in order to keep track of students needing interventions.		-Teachers -Tutors -Coaches -Administrators	-Classroom daily schedules -Coaches/Tutors daily schedules -RTI small group interventions list (students at Tier II and III)	-Improved results on all progress monitoring measures -Improved test scores	May 2015	
g. Progress monitoring for RTI and all academic subjects through the use of AIMSWEBS, universal screeners and benchmarks, to be completed and entered into eCST		-Teachers -Coaches -Administrators	-Technology with access to AIMSweb database -eCST Progress monitoring assessment materials	-Current assessment information and progress monitoring data as recorded in AIMSweb and eCST	May 2015	
h. After School Tutorials will provide an extended time to re-teach concepts to the struggling student.		-Teachers -Tutors -Coaches -Administrators	-Genre study materials -Countdown to STAAR material -Busing -eCST progress monitoring	-Improved results on all progress monitoring measures -Improved test scores	May 2015	
i. Saturday Camps will allow for focused time for content areas that require additional learning time for students.		-Teachers -Tutors -Coaches -Administrators	-Genre study materials -Think Through Math materials -STAAR Ready materials	-Improved results on all progress monitoring measures -Improved test scores	May 2015	
800 Word Challenge		-Teachers -Coaches -Administrators	-Sight word lists -800 high frequency word folders	-Improved results on all progress monitoring measures -Improved test scores	May 2015	

## CAMPUS ACTION PLAN FOR 2014-15






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3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results				
4 Ongoing PD		11 <b>Elementary Schools only:</b> EC/PK/EL transition programs				
5 Minute Math		-Teachers -Tutors -Coaches -Administrators	-Computation worksheets -Formative Loop	-Improved results on all progress monitoring measures -Improved test scores	May 2015	
Looking at Student Work		-Teachers -Coaches -Administrators	-Student work samples	-Increasingly effective lesson planning including small group interventions using direct instruction -Focused on areas of needed improvement	May 2015	

Table #CI-2 <input type="checkbox"/> State: Below safeguard target						
<b>Performance Objective: Increase Reading Levels for Grades 1 and 2</b>						
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
a. Use TPRI/Tejas Lee, DRA, AIMSWEB, Diebels and Treasures End-of-Unit assessments to differentiate reading instruction and target intervention for students.		-Teachers -Specialists -Coaches -Administrators	PD	-Improved test scores -Inclusion of teachers in decisions regarding use of academic assessments to inform instruction.	May 2015	
b. Improve teacher capacity to provide quality guided reading instruction by providing quality training on Treasures resource.		-Teachers -Specialists -Coaches -Administrators	-PD -YouTube -District Videos -Observe Professional teachers	-Teacher using Best Practices -PD attendance	May 2015	
c. Provide 1-2 Daily Five training to teachers and use this model to improve student literacy and student engagement in quality text.		-Teachers -Specialists -Coaches -Administrators	-PD -Region XIII-Daily Five Training	-Improved DRA scores	May 2015	

## 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>						
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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 <b>Elementary Schools only:</b> EC/PK/EL transition programs				
d. Universally screen all 1-2 students in reading and math to create a baseline for student growth and student needs.		-Teachers -Specialists -Coaches, Administrators	-PD -Assistant Principal and TLI Coach Purchase Program	-Data is used to improved instruction	May 2015	
e. All teachers will progress monitor Tier II and III students weekly		Teachers, Specialists, Coaches, Administrators	PD AIMSWeb	Data is used to improve instruction	May 2015	
f. Attend SRA Training Instructional Centers		Teachers, Specialists, Coaches, Administrators	SRA Materials	Teachers and Coaches are using the SRA materials	May 2015	

Table #CI-3 <input type="checkbox"/> State: Below safeguard target						
<b>Performance Objective: Technology Implementation</b>						
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
a. Integrate the use of technology in all content areas to develop technologically literate students who can apply technology tools to varied learning environments.		Teachers, Specialists, Coaches, Administrators	Training from Instructional technology	Teachers are using technology to implement TEKS	May 2015	
b. Teachers will be trained on use of Innovation Station and other technology available on campus, in order to provide lessons that can maximize student engagement.		Teachers, Specialists, Coaches, Administrators	Training from Staff members	Teachers are using technology to enhance lessons	October 2014	

## CAMPUS ACTION PLAN FOR 2014-15





Title 1 Components		
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3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 <b>Elementary Schools only:</b> EC/PK/EL transition programs

Table #CI-4

☐ State: Below safeguard target

**Performance Objective: Increase the number of ELLs who make progress from beginning proficiency level to intermediate proficiency level on TELPAS**

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
a. (ES) Continue to implement the DL program with fidelity to the Gomez and Gomez DL Enrichment Model		Principals Classroom DL Teachers Instructional Coaches	PLC will meet monthly to share DL strategies. DL teachers will attend district and Region XIII DL trainings.	TELPAS and STAAR data improve based on state standards.	May 2015	
b. (ES) Ensure administrative staff and teachers attend all DL trainings		Principals Teachers DL Classroom Teachers	Yearly schedule will be created to outline all DL required trainings.	Certificates of DL classes attended will be collected. Teachers will share with staff DL strategies during a faculty meeting.	May 2015	
c. (ES) Provide schedules that ensure 50% of instruction is in Spanish and 50% is in English		Principals Teachers DL Classroom Teachers	Daily Schedules will be created to document time allocated to the DL Program.	Schedules turned in and Principals schedule classroom visits to monitor instruction.	September 2015	
d. (ES) For grades 1-4 provide 2 reading periods—one in English and one in Spanish		Principals Teachers DL Classroom Teachers	Two reading periods will be document on Daily Schedules.	Reading data is improved on TELPAS, EDL and DRAs	September 2015	

## 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 <b>Elementary Schools only:</b> EC/PK/EL transition programs

Table #CI-5

☐ State: Below safeguard target





### Performance Objective: Increase the number of ELLs who meet passing standard on STAAR

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
a. Ensure teachers are attending professional development trainings that support linguistic and content advancement of ELLs i.e., ELPS at a Glance, Strategies for ELLs, Reading in the Content, ELPS Academy		Principals Teachers Instructional Specialists and Coaches DL Classroom Teachers	ELPS and ELLs Professional Development will be attended by administrators, specialist and teachers.	Professional development will be shared on a biweekly basis with staff.	April 2015	
b. Analyze and monitor data (i.e. TELPAS, district benchmarks and other assessments) to inform on meeting the needs of ELLs for instruction and accommodations		Principals Teachers DL Classroom Teachers	SchoolNet will be used to monitor, analyze, and make instructional decisions. Utilize the ELPS-TELPAS Proficiency Profiles according to their individual language ratings, proficiency levels and align to suggested linguistic accommodations.	Evidence of academic improvement is noted due data driven decisions.	April 2015	
c. Conduct collaborative planning sessions that ensure pace and scope of curriculum is consistent with the Bilingual/ESL and regular classrooms		Principals Teachers Instructional Specialists and Coaches DL Classroom Teachers	Team Planning will occur every Thursday.	Lesson plans are evidence of alignment.	May 2015	

## CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components		
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1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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 <b>Elementary Schools only:</b> EC/PK/EL transition programs

Table #CI-6 <input type="checkbox"/> State: Below safeguard target						
<b>Performance Objective: Increase Identification of GT Students</b>						
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
Implement parent and teacher referral to G.T. program testing.		Administrator, G.T. contact, Parent Specialist, and Teachers	Raise awareness of the GT program amongst parents and Administrators, teachers	Schedule referral process in the fall and spring semesters. 100% of teachers at each grade level refer students for G.T. testing.	January 2015	
Train parents in G.T. referral process.		PSS and Counselor	PD for parents	Parent meeting will include training on G.T. Referral process	January 2015	
Train all teachers on GT students and expectations.		Counselor & Teachers	Provide training during a faculty meeting	Teachers will refer students based on set criteria	January 2015	
All newly trained teachers will receive 30 hours of foundations credit		Counselor and Teachers	6 hour GT update for all GT trained teachers	GT trained teachers will receive hours of credit	January 2015	








## CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components		
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1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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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 <b>Elementary Schools only:</b> EC/PK/EL transition programs

Table #CI-7 ☐ State: Below safeguard target

### Performance Objective: Science

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
Incorporate Science Journals and Hands on Activities/Observations/Reflections		Teachers, Administration, CAC	Science Journals/ Science Interactive Journals	Science journal will be reflective and include observations and activities/	May 2015	
Include Academic Language/Tier III Vocabulary (grades 1-5)		Teachers and Admin	Vocabulary List by grade level	Evidence of academic language is used in daily writing and discourse	May 2015	
Implement Science during Reading/Expository Text ( Grades1-5)		Teachers , Admin and Curriculum Team	Science Journals/Literature/Time for Kids/ Achieve 3000	Daily reading assignments will include Expository Text	April 2015	
Assign Science Projects Grades 1-5		Teachers/Students/Judges/Librarian	Technology, Science Project Books	Science Fair Project is Held	February 2015	
Organize Science Field Trips ( Grades 1-5)		Teachers, CAC Support	Title 1 Funds, Select Field Trips based on curriculum	Field Trips are scheduled that aligned to the that grade levels curriculum	May 2015	
Analyze Short Cycle and Weekly Data		Teachers, Admin, CAC Support	Technology/Data Day	Data graphed and tutorials are scheduled to address deficits	April 2015	
Implement Science Pre-Lessons (all 5 <sup>th</sup> Graders)		Teacher, CAC Support	Lessons, Time	Lessons are taught every Friday	April 2015	

## 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 <b>Elementary Schools only:</b> EC/PK/EL transition programs

Table #CI-8 ☐ State: Below safeguard target

### Performance Objective: Attendance

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
Incentive program for students to be motivated		Staff and Parents	Incentives and Data	Attendance Rate Improves	June 2015	
Educate parents of attendance expectations and laws		Staff, counselor, PSS	PD for parents	Attendance Rate Improves	October 2014	

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
CATCH		Coach	Catch Kit	Lesson Plans with catch lessons	May 2014	
Community Health and Wellness activities		Staff, students, parents, PSS, coach	Health and Wellness information	1 activity per semester	May 2014	
Health and Wellness Night		Staff, students, parents, PSS, coach	Health and Wellness activities/ Information Packets	Sign in sheets	December 2014	
Marathon Kids		Staff, students, parents, coach	Running Logs, Time tracking by student	Running Logs	December 2014	
Go Noodle (Brain Breaks)		Staff, students, coach	Computer, PD	Observations/Walkthroughs	May 2015	
WOW in place to ensure all students a minimum of 135 minutes of physical activity a week		Teachers, coach, student	PD on activities that can be uses for WOW	Teacher Schedules, Weekly WOW activities sent by coach	May 2015	
Nutrition Classes for parents		PSS, Parents, Staff	Information Packets/Presenters	Sign in Sheets	May 2015	
Weekly Zumba Classes for parents		PSS, Counselor, parents	Instructor, location	Weekly Sign in sheets	May 2015	

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
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Table #DR-2

**Performance Objective: Effective violence prevention and intervention measures will be in place.**

Applicable Strategic Plan Goal(s): 1,2





Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
No Place for Hate		Counselor, teachers, administrators	Lessons	Decrease in the number of referrals dealing with student disagreements	May 2015	
Social Emotional Learning		Counselor, teachers	Weekly SEL Lessons on Tuesdays and implementation the rest of the week, Practice of the week announced every day	Increase student behavior and their ability to handle emotions	May 2015	
Mentor Programs		Counselor, CIS	Mentors	Feedback from mentor, Change in a student's attitude towards handling emotions	May 2015	
Seedlings Program		Counselor, CIS	Mentors Lessons	Feedback from mentor, Change in a student's attitude towards handling emotions dealing with a parent that is incarcerated	May 2015	

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
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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
Coffee with the principal		Principal, PSS	Space	Sign- ins Monthly meetings Parental awareness of events occurring at the campus, Increased parental improvement	April 2015	
ESL Classes		PSS	Computers, space	Sign- ins Increase communication with teachers in English Increased confidence Increased parental improvement	April 2015	
Computer Classes		PSS	Computers	Sign- ins Increased parent ability to use technology	April 2015	
Parenting Classes		PSS, CIS	Lessons	Sign-ins, Less behavior issues reflecting poor parenting	April 2015	
Academic Nights		PSS, Administration, Teachers, Coaches	Activities, community members	Increase parent awareness of material being taught in the classroom	March 2015	
Zumba Classes		Instructor	Space	Community building while promoting healthy life habits	May 2015	

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
EEIP		Mentor Teachers	Provided personnel and materials	Mentors will work with assigned teachers and work based on program outline	June 2015	
BTEN		Administrators, Coaches, teachers	Program Outline	Monitoring of program entry on the cloud	June 2015	
PLCs		PLC leads, teachers	Program	Implementation of new plans	May 2015	
Rtl		Coaches, Administrators	Computers, Rtl material	Tiers determined by AIMSweb Progress Monitoring will be entered to AIMSweb	June 2015	
Campus PDs		Coaches, Administrators, District Specialists	Presentations, materials, computers	Monitoring of implementation in the classroom Feedback from coaches	May 2015	

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

Special Education Identification – All Levels

Table #DR-7	
<b>Performance Objective: Reduce the rate of Hispanic students identified for special education.</b>	
Condition: If Hispanic SPED enrollment rate is > 1 percentage point above Hispanic enrollment rate	Source: SPED C-IEP (C) 4 <sup>th</sup> 6 weeks
Campus Figure: 5.3	Does campus performance require inclusion of this objective? (Yes or No): Yes
Applicable Strategic Plan Goal(s): 1,2,4	

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Document needs on eCST and only test students that reflect such needs (Our campus houses 1 bilingual life skills unit, 1 bilingual resource unit, and 1 english resource unit)		Administration, counselor, special education teachers, parents, diagnostician	Documentation on eCST, diagnostician's results	Referrals based on data	June 2015	
Support best practice strategies for ELLs		Administration, instructional coaches, counselor, special education teachers,	Professional Development	Monitoring	June 2015	

## 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: 8%

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
Provide teachers training on TELPAS descriptors		Assistant Principal, Reading Specialist	Data from TELPAS, PD	Implementation during observations, attendance rosters	May 2014	
Provide teachers with best practices for ELL		Administration, coaches	PD, Books/Articles on best practices	Implementation during observations, Increased English proficiency in ELLs, attendance rosters for professional development	June 2014	
Increase teacher knowledge of student expectations at each level		Assistant Principal, reading specialist	PD, TELPAS Data	Correct TELPAS ratings, attendance rosters for professional development,	May 2014	
Ensure that teachers know each of their ELL's linguistic proficiency levels and their corresponding level descriptors		Assistant Principal, reading specialist	Teacher training on state Linguistic Guide (LIAG)	Printout from LPAS system for each student's proficiency levels in class, roster from teacher training on LIAG	May 2014	
Training on Linguistic Guide (LIAG)		Assistant Principal, reading specialist	Training for LIAG,	Sign in sheet, completion notice for teachers who completed training	May 2014	

**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:

<b>Programs/Services</b>	<b>Describe how the campus is meeting needs of at-risk students with SCE resources:</b>
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	After school tutoring provided by teachers, coaches, tutors, and assistant principal for students identified as at risk of not meeting academic achievement standards in core content areas.
General Supplies for at-risk students:	Workbooks, pencils, dry erase boards, markers and other supplies and materials provided to students with identified financial need or with academic risk factors.
Transition Services (from middle school to high school or from elementary school to middle school):	Magnet Assemblies, Information presented to students on options for next school year by counselor and vertical team campuses, providing at risk students and their families information about academic programs.
Middle School reading and math initiatives:	N/A
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	N/A
Reading specialists (to include literacy coaches):	Reading support specialists provide reading interventions to students identified as at risk of not meeting academic achievement goals in reading / literacy.
Math specialist (FTE for math interventions):	Math support specialists provide reading interventions to students identified as at risk of not meeting academic achievement goals in math.
Elementary Counselors:	Elementary counselor provides additional social, emotional, and behavior supports affecting academic outcomes for identified at risk students.
Dropout prevention services:	N/A
DELTA (or other credit recovery programs):	N/A
Parent Support Specialist (or other parent involvement expenses):	Parent Support Specialist provides students identified as at risk and their families with additional social, emotional, and behavioral supports to support youth and accelerate student achievement.
9 <sup>th</sup> Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	N/A

**APPENDIX A-2**  
**Highly Qualified Teacher Recruitment and Retention Plan**

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

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

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

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

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

X	Participate in district-sponsored job fairs
	Participate in recruiting trips
X	Provide mentors to first and second year teachers
X	Offer high-quality professional development
X	Provide leadership opportunities for teachers
	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)**

*(To be completed by Office of State and Federal Accountability staff as part of the annual CIP development process)*

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

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

## Explanation of Expenditures-Improving Student Performance

Campus : Linder ElementaryDate: 10/21/2014

*This table provides an executive summary of Title I expenditures, and ties them directly to improving student performance, as identified in the Needs Assessment and corresponding strategies of the Action Plan. As appropriate to ensure clarity, please provide a brief description for line items. Please insert additional rows in the table as needed.*

Type of Expenditure	ACCT #	How will Expenditure Improve Student Performance?		Amount of Expenditure	How will impact be assessed?
		Improvement strategy	Needs Assessment		
<b>Personnel</b>					
*.5 AP	23-6119	To develop and prioritize goals, collect outcome data and accountability reports	Because 65 % of students are ELLs AP will monitor student data	\$36,000.00	Improve monitoring of data systems
*Specialists(s)/Coach(s) - w/teachers	11-6119	Provide additional literacy and mathematics support to identified students ( Tier II and III)	To provide /model research based instructional strategies, identify resources and create reports based on student performance	\$88,621.00	Greater number of students performing at or above grade level in literacy and mathematics
Ext Duty - Teachers Tutoring	11-6118	Provide opportunities for before and after school Tier I and Tier III Groups	To improve literacy, science and mathematics performance	\$30,382.00	Improved students academic scores on STAAR, TELPAS and DRA
Ext Duty - Teachers Planning	13-6118	Provide Professional Development opportunities to staff based on identified needs	To increase teachers curriculum and instruction capacity	\$24,327.00	Horizontal and vertical alignment
Subs	11-6112	Provided time for teachers to meet and develop intervention based on data collected	To provide additional time needed during the school day to analyze student data	\$12,000.00	Improved data driven instruction
PT Hourly	11-6125	Provide opportunities for school Tier I and Tier III Groups	To improve mathematics performance	\$20,000.00	Improved data driven instruction
Data Processing Service	53-6118	Provide technology assistance/support for computer, printers, setup for presentations	To provide additional support for help desk on installing computers, printers and software	\$5,000.00	Improved student behavior/data collected
<b>Instructional Supplies, Materials, and Equipment (Function 11)</b>	<b>ACCT#</b>				
Copier Rental	11-6255			\$11,351.00	Improve Math Fluency
Reproduction Costs	11-6299	Provide Tier II materials & supplies	Provide Materials to Tier II students	\$5,000.00	Improve Math Fluency, Literacy, and TELPAS scores
Software	11-6397	Formative Math Loop	Provide instructional support to classroom teachers	\$1,730.00	To improve math fluency levels
General Supplies	11-6399	Provide supplies and material necessary to effectively manage a campus	To provide supplies and materials that will support and enhance the curriculum and student academic performance	\$58,081.00	Materials and supplies are ordered to meet academic needs

**TITLE I 2014-2015**  
**Explanation of Expenditures-Improving Student Performance**

Field Trips (Yellow Bus)	11-6494	Provide transportant to academically focused learning trips	To provide extracurricular activities that will supportand enhance the curriculum and student academic performance	\$3,000.00	Students attend learning trips throughout the year and trips are aligned to the curriculum
General Supplies	12-6399	Provide supplies necessary to manage the library	Provide materials and supplies to students to enhance their education	\$452.00	Materials and supplies are ordered and used to improve learning
Instructional Supplies/Materials (Function 23 Admin)	ACCT#				
Clerical Overtime	23-6121		Provide extended services in order to meet deadlines	\$3,000.00	
General Supplies	23-6399	Provide materials and supplies needed to improve student academic performance	Provide supplies needed to effectively/efficiently run a campus based on students' needs	\$1,000.00	Materials and supplies are ordered and used to improve learning
Emp Travel	23-6411	Provide instructional support to Dual Language teachers	Provide support to Tier II students not meeting academic standards	\$2,500.00	professional development for dual language, mathematics, and literacy
Instructional Supplies/Materials (Function 31 Counselor)	ACCT#				
Misc Oper Exp	31-6499	Provide an opportunity to attend a Counselors Conference	Learn new strategies and programs regarding students' SEL	\$500.00	Improved student behavior/data collected
Instructional Supplies/Materials (Function 61 Parent Involvement)	ACCT#				
General Supplies	61-6399	Contact and communicate with parents on a regular basis to ensure awareness of and involvement in their child's school performance	Build social capital to improve and increaseempowerment	\$3,270.00	Increased number of parents and community members participating in school activities
Food/Refreshments	61-6497			\$650.00	
Other Requests					
Total (Must Match BTO Total)				\$308,864.00	



Campus Scorecard 2014-15  
160 - Linder Elementary

The following indicators are included in the campus scorecard:

	Elementary	Middle School	High School
STAAR / STAAR EOC by Subject - Level II Final <sup>a,b</sup>	●	●	●
STAAR / STAAR EOC by Subject - Level III <sup>a,b</sup>	●	●	●
STAAR / STAAR EOC Student Progress in Reading, Mathematics and Algebra I <sup>a,c</sup>	●	●	●
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 <sup>d</sup>			●

<sup>a</sup> 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.

<sup>b</sup> 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.

<sup>c</sup> 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.

<sup>d</sup> 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	21%	20%	21%	33%
Afr Amer	22%	33%	31%	42%
Hispanic	20%	19%	20%	32%
White	*	*	*	43%
Asian	*	*	*	30%
Two+	*	*	-	30%
SpEd	17%	23%	21%	33%
ECD	20%	19%	20%	32%
ELL	12%	11%	13%	26%

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

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### STAAR Mathematics - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	19%	24%	28%	39%
Afr Amer	11%	20%	*	31%
Hispanic	19%	25%	28%	39%
White	*	*	*	72%
Asian	-	-	*	38%
Two+	*	*	-	30%
SpEd	17%	23%	34%	44%
ECD	18%	24%	27%	38%
ELL	16%	16%	25%	37%

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	18%	26%	32%	42%
Afr Amer	*	*	*	36%
Hispanic	18%	26%	31%	42%
White	*	*	*	58%
Asian	-	*	*	49%
Two+	-	*	-	30%
SpEd	*	*	*	43%
ECD	16%	26%	31%	41%
ELL	14%	15%	24%	35%

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

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Science - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	17%	13%	15%	27%
Afr Amer	*	*	*	15%
Hispanic	15%	13%	16%	28%
White	*	*	-	30%
Asian	-	-	*	15%
Two+	*	-	-	30%
SpEd	*	*	*	39%
ECD	16%	13%	14%	27%
ELL	4%	7%	*	24%

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

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Reading - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	7%	8%	5%	10%
Afr Amer	<1%	13%	*	23%
Hispanic	6%	8%	3%	8%
White	*	*	*	37%
Asian	*	*	*	14%
Two+	*	*	-	10%
SpEd	6%	<1%	*	5%
ECD	6%	9%	5%	10%
ELL	1%	4%	*	7%

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

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Mathematics - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	7%	9%	8%	13%
Afr Amer	<1%	7%	*	5%
Hispanic	7%	9%	8%	13%
White	*	*	*	37%
Asian	-	-	*	22%
Two+	*	*	-	10%
SpEd	<1%	8%	*	12%
ECD	7%	10%	8%	13%
ELL	4%	7%	6%	10%

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

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Writing - Level III**

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

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

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Science - Level III**

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

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

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

### STAAR Reading - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	64%	52%	80%
Afr Amer	83%	67%	80%
Hispanic	62%	50%	80%
White	*	*	80%
Amer Ind	-	-	80%
Asian	-	*	80%
Two+	-	-	80%
SpEd	*	*	80%
ELL	*	56%	80%

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	67%	62%	80%
Afr Amer	*	50%	80%
Hispanic	67%	62%	80%
White	*	*	100%
Amer Ind	-	-	80%
Asian	-	*	100%
Two+	-	-	80%
SpEd	*	78%	80%
ELL	*	66%	80%

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	17%	9%	35%
Afr Amer	33%	*	35%
Hispanic	15%	10%	35%
White	*	*	35%
Amer Ind	-	-	35%
Asian	-	*	35%
Two+	-	-	35%
SpEd	*	*	35%
ELL	*	*	35%

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	21%	19%	35%
Afr Amer	*	*	35%
Hispanic	21%	20%	35%
White	*	*	35%
Amer Ind	-	-	35%
Asian	-	*	75%
Two+	-	-	35%
SpEd	*	*	35%
ELL	*	31%	40%

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

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Primary Reading Assessment EOY On or Above Grade Level

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
Kinder DRA English	74%	-	-	90%
Kinder DRA Spanish	73%	-	-	90%
1st DRA English	58%	61%	69%	90%
1st DRA Spanish	74%	79%	88%	90%
2nd DRA English	48%	63%	54%	90%
2nd DRA Spanish	62%	72%	61%	90%

Data Source: AIMS, EOY Assessment

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

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	95.5%	96.1%	96.8%	95.4%	97.0%
Afr Amer	94.3%	94.5%	94.1%	92.8%	97.0%
Hispanic	95.6%	96.2%	96.9%	95.5%	97.0%
White	94.5%	92.8%	95.2%	93.9%	97.0%
Amer Ind	*	<1%	<1%	*	100.0%
Asian	96.2%	97.6%	97.1%	97.1%	97.5%
Two+	94.6%	94.9%	*	*	97.0%
ECD	95.6%	96.1%	96.8%	95.4%	97.0%

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

\* Denominator is less than 900(excluding 0)

- Denominator is 0

## Discipline Targets

### Campus Discretionary Removals

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	*	*	*	*	*	*	0.25%
Afr Amer	*	*	*	*	*	*	1.00%
Hispanic	*	*	*	*	*	*	0.10%
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	7	<1%	*	*	*	*	0.10%
Afr Amer	*	*	*	*	*	*	1.00%
Hispanic	5	<1%	*	*	*	*	25.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	-	-	-	-	*	*	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

\* Numerator is less than 5 and denominator is > 0

- Denominator is 0

### Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	7	<1%	*	*	*	*	0.25%
Afr Amer	*	*	*	*	*	*	1.00%
Hispanic	6	<1%	*	*	*	*	0.25%
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	592	491
Afr Amer	29	28
Hispanic	520	415
White	14	16
Amer Ind	0	-
Asian	28	23
Two+	1	9

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	245	19	8%	184	11	6%	5%
Afr Amer	*	*	*	*	*	*	20%
Hispanic	227	15	7%	168	10	6%	3%
White	*	*	*	87	7	8%	4%
SpEd	14	7	50%	16	5	31%	20%
ECD	241	19	8%	179	11	6%	3%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 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	*	*	*	*	*	*	11	8	73%	6	5	83%	10	7	70%	5	*	*
F	Hispanic	130	62	48%	68	28	41%	136	69	51%	67	32	48%	105	55	52%	59	33	56%
F	White	*	*	*	*	*	*	-	-	-	-	-	-	*	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		136	65	48%	72	31	43%	147	77	52%	73	37	51%	116	62	53%	65	36	55%
M	Afr Amer	7	5	71%	*	*	*	9	*	*	*	*	*	9	*	*	*	*	*
M	Hispanic	153	64	42%	83	45	54%	154	65	42%	76	53	70%	128	58	45%	78	60	77%
M	White	10	7	70%	8	6	75%	5	*	*	*	*	*	*	*	*	-	-	-
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		170	76	45%	94	54	57%	168	73	43%	82	57	70%	139	64	46%	82	64	78%
Total		306	141	46%	166	85	51%	315	150	48%	155	94	61%	255	126	49%	147	100	68%

Data Source: AISD Fitnessgram

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6117-90-160-5-24-0-00	Career Ladder - CP-PreK-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6117-RR-160-5-24-0-00	Career Ladder - CP-Read Literacy-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R0-160-5-24-0-00	Extra Duty - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-160-5-24-0-00	Extra Duty - CP-SSIG-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-160-5-30-0-00	Extra Duty - CP-AFL-Linder	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-90-160-5-24-0-00	Professional Salary - CP-PreK-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-160-5-24-0-00	Professional Salary - CP-Read Literacy-Linder	44,542.00	0.00	5,002.07	39,539.93	88.76 %
199-11-6121-R4-160-5-24-0-00	Overtime - CP-At Risk Stdnt Supt-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R5-160-5-24-0-00	Overtime - CP-SSIG-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-160-5-24-0-00	Part-Time Hourly - CP-SSIG-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-160-5-24-0-00	Support Personnel Salary - CP-At Risk Stdnt Supt-Linder	24,000.00	0.00	2,516.10	21,483.90	89.51 %
199-11-6141-90-160-5-24-0-00	FICA - CP-PreK-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R0-160-5-24-0-00	FICA - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-160-5-24-0-00	FICA - CP-At Risk Stdnt Supt-Linder	1,836.00	0.00	149.95	1,686.05	91.83 %
199-11-6141-R5-160-5-24-0-00	FICA - CP-SSIG-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-160-5-24-0-00	FICA - CP-Read Literacy-Linder	3,407.00	0.00	253.96	3,153.04	92.54 %
199-11-6141-B1-160-5-30-0-00	FICA - CP-AFL-Linder	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-90-160-5-24-0-00	Health/Life Ins - CP-PreK-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R0-160-5-24-0-00	Health/Life Ins - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-160-5-24-0-00	Health/Life Ins - CP-At Risk Stdnt Supt-Linder	5,477.00	0.00	416.75	5,060.25	92.39 %
199-11-6142-R5-160-5-24-0-00	Health/Life Ins - CP-SSIG-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-160-5-24-0-00	Health/Life Ins - CP-Read Literacy-Linder	5,704.00	0.00	454.90	5,249.10	92.02 %
199-11-6143-90-160-5-24-0-00	Wk's Comp - CP-PreK-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-160-5-24-0-00	Wk's Comp - CP-At Risk Stdnt Supt-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-160-5-24-0-00	Wk's Comp - CP-SSIG-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-160-5-24-0-00	Wk's Comp - CP-Read Literacy-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-160-5-30-0-00	Wk's Comp - CP-AFL-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-90-160-5-24-0-00	Teacher Retirement - CP-PreK-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R0-160-5-24-0-00	Teacher Retirement - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-160-5-24-0-00	Teacher Retirement - CP-At Risk Stdnt Supt-Linder	132.00	0.00	10.96	121.04	91.69 %
199-11-6146-R5-160-5-24-0-00	Teacher Retirement - CP-SSIG-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-160-5-24-0-00	Teacher Retirement - CP-Read Literacy-Linder	1,186.00	0.00	52.19	1,133.81	95.59 %

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**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6146-B1-160-5-30-0-00	Teacher Retirement - CP-AFL-Linder	20.00	0.00	0.00	20.00	100.00 %
<b>Total 6100 Payroll Costs</b>		<u>97,105.00</u>	<u>0.00</u>	<u>8,856.88</u>	<u>88,248.12</u>	
199-11-6329-B1-160-5-30-0-00	Reading Materials - CP-AFL-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-160-5-24-0-00	General Supplies - CP-Campus Cost-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R0-160-5-24-0-00	General Supplies - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R5-160-5-24-0-00	General Supplies - CP-SSIG-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-B1-160-5-30-0-00	General Supplies - CP-AFL-Linder	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-11-6494-R0-160-5-24-0-00	Field Trips - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-R0-160-5-24-0-00	Food/Refreshment - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<b>11 Total</b>		<u>97,105.00</u>	<u>0.00</u>	<u>8,856.88</u>	<u>88,248.12</u>	
199-13-6117-00-160-5-24-0-00	Career Ladder - CP-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6117-RR-160-5-24-0-00	Career Ladder - CP-Read Recov-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-00-160-5-24-0-00	Extra Duty - CP-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-R5-160-5-24-0-00	Extra Duty - CP-Stdnt Supt-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-160-5-24-0-00	Professional Salary - CP-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-RR-160-5-24-0-00	Professional Salary - CP-Read Recov-Linder	45,675.00	0.00	2,703.46	42,971.54	94.08 %
199-13-6141-00-160-5-24-0-00	FICA - CP-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-R5-160-5-24-0-00	FICA - CP-Stdnt Supt-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-RR-160-5-24-0-00	FICA - CP-Read Recov-Linder	1,599.00	0.00	152.41	1,446.59	90.46 %
199-13-6142-00-160-5-24-0-00	Health/Life Ins - CP-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-RR-160-5-24-0-00	Health/Life Ins - CP-Read Recov-Linder	2,357.00	0.00	208.38	2,148.62	91.15 %
199-13-6143-00-160-5-24-0-00	Wk's Comp - CP-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-R5-160-5-24-0-00	Wk's Comp - CP-Stdnt Supt-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-RR-160-5-24-0-00	Wk's Comp - CP-Read Recov-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-160-5-24-0-00	Teacher Retirement - CP-Linder	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-R5-160-5-24-0-00	Teacher Retirement - CP-Stdnt Supt-Linder	0.00	0.00	0.00	0.00	0.00 %

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**Campus/Org Expense Listing**  
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As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-13-6146-RR-160-5-24-0-00	Teacher Retirement - CP-Read Recov-Linder	355.00	0.00	11.04	343.96	96.89 %
<b>Total 6100 Payroll Costs</b>		49,986.00	0.00	3,075.29	46,910.71	
<b>13 Total</b>		49,986.00	0.00	3,075.29	46,910.71	
199-23-6118-R5-160-5-24-0-00	Extra Duty - CP-SSI-Linder	0.00	0.00	0.00	0.00	0.00 %
199-23-6125-R0-160-5-24-0-00	Part-Time Hourly - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-23-6125-R5-160-5-24-0-00	Part-Time Hourly - CP-SSI-Linder	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-R0-160-5-24-0-00	FICA - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-R5-160-5-24-0-00	FICA - CP-SSI-Linder	0.00	0.00	0.00	0.00	0.00 %
199-23-6142-R0-160-5-24-0-00	Health/Life Ins - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-R5-160-5-24-0-00	Wk's Comp - CP-SSI-Linder	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-R0-160-5-24-0-00	Teacher Retirement - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-R5-160-5-24-0-00	Teacher Retirement - CP-SSI-Linder	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
199-23-6396-R6-160-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		0.00	0.00	0.00	0.00	
<b>23 Total</b>		0.00	0.00	0.00	0.00	
199-31-6118-00-160-5-24-0-00	Extra Duty - CP-Linder	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-160-5-24-0-00	Professional Salary - CP-Linder	54,995.00	0.00	6,175.89	48,819.11	88.77 %
199-31-6141-00-160-5-24-0-00	FICA - CP-Linder	4,637.00	0.00	350.59	4,286.41	92.43 %
199-31-6142-00-160-5-24-0-00	Health/Life Ins - CP-Linder	5,355.00	0.00	409.10	4,945.90	92.36 %
199-31-6143-00-160-5-24-0-00	Wk's Comp - CP-Linder	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-160-5-24-0-00	Teacher Retirement - CP-Linder	851.00	0.00	71.18	779.82	91.63 %
<b>Total 6100 Payroll Costs</b>		65,838.00	0.00	7,006.76	58,831.24	
199-31-6329-CP-160-5-24-0-00	Reading Materials - CP-Campus Cost-Linder	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-160-5-24-0-00	General Supplies - CP-Campus Cost-Linder	0.00	0.00	0.00	0.00	0.00 %

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**Campus/Org Expense Listing**  
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As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
<b>Total 6300 Supplies &amp; Materials</b>		0.00	0.00	0.00	0.00	
199-31-6411-CP-160-5-24-0-00	Employee Travel - CP-Campus Cost-Linder	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		0.00	0.00	0.00	0.00	
<b>31 Total</b>		65,838.00	0.00	7,006.76	58,831.24	
199-51-6125-R0-160-5-24-0-00	Part-Time Hourly - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-51-6141-R0-160-5-24-0-00	FICA - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
199-51-6142-R0-160-5-24-0-00	Health/Life Ins - CP-Summer Init-Linder	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
<b>51 Total</b>		0.00	0.00	0.00	0.00	
199-61-6121-B1-160-5-30-0-00	Overtime - CP-AFL-Linder	0.00	0.00	0.00	0.00	0.00 %
199-61-6129-B1-160-5-30-0-00	Support Personnel Salary - CP-AFL-Linder	16,000.00	0.00	0.00	16,000.00	100.00 %
199-61-6139-B1-160-5-30-0-00	Employee Allowance - CP-AFL-Linder	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-160-5-30-0-00	FICA - CP-AFL-Linder	1,224.00	0.00	0.00	1,224.00	100.00 %
199-61-6142-B1-160-5-30-0-00	Health/Life Ins - CP-AFL-Linder	2,734.00	0.00	0.00	2,734.00	100.00 %
199-61-6142-SK-160-5-30-0-00	Health/Life Ins - CP-Sick Leave-Linder	0.00	0.00	0.00	0.00	0.00 %
199-61-6143-B1-160-5-30-0-00	Wk's Comp - CP-AFL-Linder	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-160-5-30-0-00	Teacher Retirement - CP-AFL-Linder	51.00	0.00	0.00	51.00	100.00 %
199-61-6146-SK-160-5-30-0-00	Teacher Retirement - CP-Sick Leave-Linder	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		20,009.00	0.00	0.00	20,009.00	
<b>61 Total</b>		20,009.00	0.00	0.00	20,009.00	
<b>Total Fund 199 General Fund</b>		232,938.00	0.00	18,938.93	213,999.07	

User: SPATTERS  
 Report: CAMPUS\_EXP  
 Instance: Austin ISD-Production

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**Campus/Org Expense Listing**  
**Austin Independent School District**

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		232,938.00	0.00	18,938.93	213,999.07	

**User:** SPATTERS  
**Report:** CAMPUS\_EXP  
**Instance:** Austin ISD-Production

**Current Date:** 10/17/2014  
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