

J. Houston Elementary School

2014-2015

Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

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

Approximate hours spent on CIP development	Hours
<ul style="list-style-type: none"> By CAC and/or CAC subcommittees 	6
<ul style="list-style-type: none"> By campus administration and/or leadership team 	12

We confirm the above information as correct ...

Position	Name	Date
Principal	Elia Diaz-Camarillo	9/30/14
Co-Chair	Gloria Lugo	9/30/14
Co-Chair	Ysela Jimenez	9/30/14



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

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

Vision

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

Values

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

Goals

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

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

Non-Voting Members	Name
Principal	Elia Diaz-Camarillo

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

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Ysela Jimenez	✓					
Parent	Star Reyes						
Parent	Vianney Rodriguez						
Parent	Liliana Za pata						
Parent	Leticia Perez						
Parent	Inez Cantu						
Professional Staff Member	Barbara McKinnon				✓		
Professional Staff Member	Susan Hunt				✓		
Professional Staff Member	Cecilia David				✓		
Professional Staff Member	Dora Cantu				✓		
Professional Staff Member	Lucy Castellano				✓		
Professional Staff Member	Gladiola Campos				✓		
Classified Staff Member	Lisa Gonzalez		•				
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Brenda Lopez						
Community Representative	Gloria Lugo	•		•			

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)

- **HB 5 Parent and Student Engagement**

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

Writing in 4th Grade, Special Ed (parent notification), Primary Reading, ELL's in Reading in all Grades

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 students meeting or exceeding STAAR passing standards and close STAAR performance gaps between all student groups.

Applicable Strategic Plan Goal(s): 1,2,3,4,8

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
Through focused classroom instruction and implementation strategies in the Campus Vocabulary Plan, Area 1 Grammar strategies, and a campus wide aligned writing plan, we will provide all students, including at-Risk, ELL or Bilingual, Dyslexic and 504 students' opportunities to increase fluency and comprehension in reading and writing.	1,2,3,4,8	Classroom teachers Reading Coaches Principal Asst. Principals	Reading Coaches will provide staff development on research based instructional strategies as needed, in grade level teams, on dyslexia, Readers'/Writers' Workshop- Lucy Caulkins, Fountas and Pinnell and Stephanie Harvey strategies.	1. Campus wide Implementation strategies (Catch up Strategies) will be routine and observed daily in all classrooms each morning. (8Campus Vocab. Plan,Building Grammar in 4th Grade). 2. Evidence of the use of TLI Strategies, Readers'/Writers' Workshop will be documented in walks, observations and student response journals. 3. Teachers will use student work and assessments in weekly grade level team meetings to collaborate and reflect on effective teaching practices. 4. Documentation of student groupings, student intervention and enrichment, and student	August Catch up strategies monitored weekly between 7:30 am -8:30 am. And during reading and writing workshop time.	On-going

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

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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 Elementary Schools only: EC/PK/EL transition programs

				progress will be monitored at each grade level.		
Align math problem solving strategies so that all students learn to be critical thinkers and consumers of math.	1,2,3,4,5,7,8,9,10	Classroom Teachers Math Coach Math Committee Principal Assistant Principal	Math Coach will train Instructional team on the Math Masters Computational fluency program. Math Coach will work with teachers to organize a schedule that includes 30 minutes for spiraling TEKS instruction, 30 minutes for problem of the day and 60 minutes of core instruction. On-going PD will be offered during planning time and after school.	The Math Coach and Administration will observe across grade levels the students generating and sharing problem solving strategies using the SPAR. Students will use Lonestar Math for for spiraling problem solving and Math Masters for numerical fluency. Observations will also note guided instruction strategies during guided practice. Documentation of student groupings, student intervention and enrichment, and student progress will be documented in eCST from each	September	On-going

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

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

				grade level.		

Table #CI-2

☐ State: Below safeguard target

Performance Objective: Increase students achieving STARR Commended Level Performance Level III.

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
Embed in lessons rigorous expectations and differentiated activities for all students, including G/T students and others who quickly master skills and objectives.	1,3,4,5,6,8,9	Classroom Teachers G/T Committee Principal Instructional Coaches Parents	Teachers will receive 30 hours of PD training for beginning certification process. Teachers will have 3hr update each semester for GT certification.	1. Increase high level performance (commended) on STARR by non-identified students to 35% or better. 2. Maintain high level of performance (commended) on STARR by identified GT students at 90% or better. 3. Classroom observations of teachers will show evidence of High level Questioning and Accountable Talk. 4. Student academic journals will show	On-going	

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

				evidence of conceptual understanding and improvement over time. 5. Documentation of flexible enrichment groups and student progress will be expected at each grade level. 6. Student work, especially that of advanced and G/T students, will be monitored for rigor at grade level and vertical meetings and adjusted as needed. 7. Students will participate in After school 21 st Century ACE STAARburst program to support commended achievement.		
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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
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #CI-3

☐ State: Below safeguard target

Performance Objective: Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments to 85%.

Applicable Strategic Plan Goal(s): 1,2,3,4,5,7,8,9,10,11,

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Develop teacher competencies using research-based strategies to increase students' ability to respond to text using critical thinking skills. Use DRA college readiness expectations developed by AISD to increase students reading abilities beyond those set by DRA end of year reading levels.	1,2,3,4,5,7,8,9,10,11	Teachers Reading Coaches TLI Coach Administrators	1. All K-2 teachers will use the Balance Literacy framework as a road map for literacy management. 2. Through collaboration, teachers will refine their understandings of Readers' and Writers' Workshop and the comprehension strategies of Stephanie Harvey and Fountas and Pinnell. 3. Principal/AP and coaches will systematically	1. Classroom management and student work will show evidence of research-based strategies. 2. Alignment across grade levels and vertically will be monitored by reading coaches and administration. 3. Feedback will be discussed at team meetings and adjustments will be made as needed. 4. Students make significant gains in DRA by using MOY & EOY as guides to college readiness.	Ongoing	

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

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

			monitor the progress of teachers and give feedback in grade level team meetings. 4. Coaches and/or teachers will model instruction when needed and work with teacher through a coaching cycle to provide feedback..		
se the DRA/EDL data, Running Records, TPRI, Tejas Lee to differentiate instruction during guided reading and intervention planning.		Classroom Teachers Reading Coaches	TLI Reading Coach will train teachers to use assessment information in lesson planning to guide instruction. 2. Monitor guided reading instruction and groupings through data review and walks.	. Guided reading groups are fluid and change as student needs are identified. 2. Documentation of student grouping, intervention/enrichment provided, and progress will be expected of each grade level. 3. Decrease the number of students reading below grade	BOY, MOY and EOY

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
2 Schoolwide reform strategy
3 Instruction by HQ staff
4 Ongoing PD | 5 Strategies to attract HQ teachers
6 Increased parental involvement
7 Measures to include teachers in decisions about use of assessment to improve perf. | 8 Activities to help students reach proficient and advanced standards
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11 Elementary Schools only: EC/PK/EL transition programs |
|---|--|---|

			PD may consist of recording guided reading lessons and review for effectiveness and make adjustments as needed.	level by 40%.		
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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
The campus will show evidence of an environmental change using Coordinated School Health (CSH) materials to comply with Federal, State, and Local Wellness Policy.	1,2,3,4	Physical Education Teacher (s) Parent Support Specialist	CSH Materials CATCH Lessons GAVA Coalition Group	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	Beginning in August	On-going
All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	1,2,3,4,11,9,8,	Physical Education Teacher(s)	CATCH Lessons Marathon Kids Lessons/Equipment	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.		On-going
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept,	1,2,3,4,5,6,8,9,10,11	Physical Education Teacher(s)	Health and P.E. Scope and Sequence	Students' data will be entered in Grade Speed according to grade level and teacher.		Reviewed each 9 week period

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through: <ol style="list-style-type: none"> 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) 2. Student participation in physical activities 3. Improvement of Fitnessgram results for all students 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy) 						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
and social development assessments.						
100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitness gram.	1,2,8,9,10	Physical Education Teacher(s)		Using Fitness gram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.	Beginning in the Fall, the PE teacher will assess students BMI using Fitness gram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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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
					percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	
All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	1,2,3,4,5,8,9,11	Classroom Teachers	Nutrition Policy and Wellness Policy	Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson	August	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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
Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).		Principal Teachers		<p>plans.</p> <p>Principals will share the nutrition policy 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>		

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
All visitors will have their ID's scanned through the RAPTOR system to receive a visitor pass to enter the campus.	1,9,10,	Principal Secretary	Parent Meeting Back To School Night AISD Police Support	All visitors on campus are cleared of any known offensive acts towards children.	August, September and on-going	Ongoing
Increase opportunities for students and parents to learn and apply Social and Emotional Learning Skills (SEL) to improve communication skills and positive interactions with peers, adults, and their community, in order to promote a positive school environment.	1,2,3,4,5,6,8,9,10,11	Principal Counselor Parent Specialist Teachers	Second Step Curriculum SEL Coaching Support	Implement school-wide social and emotional learning program & CASEL practices and extend parent involvement. Review campus data and identify 3 areas of improvement and seek parent input into possible solutions. Inform CAC members, including parents, of CAC	Beginning of the Year On-going	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
				meeting dates and agendas. Communicate school news, including opportunities for parenting classes and leadership roles via the web, newsletters home		

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
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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
Elementary campuses will have a family fitness health Night.	1,2,6,9,10,	Physical Education Teacher (s) Parent Support Specialist	Utilize existing events to integrate a health message through a coordinated school wide event.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events. Participation during coffee talk and participation at family fitness nights.	Spring Semester	

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
Professional Development for all staff and teachers will support academic achievement in all core academic areas: Reading,	1,2,3,4,5,7,8,11	Principal Instructional Team District PD	PPfT Appraisal Rubric	Coaches and Teachers will identify campus needs from various data resources.	BOY On-going	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components

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

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

Table #DR-4

<p>Performance Objective: Adequate and appropriate campus-level professional development will be provided.</p>

Note: This action plan component must be approved by the CAC.

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

[illegible]

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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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 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
				and implemented in their classrooms with PDAS appraiser.		

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

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: 45.5%		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
Review campus level data on SPED representation provided by SPED department.		School Administrators SPED Department Chair SPED Coordinator	Benchmark data sheets and item analysis. Use benchmark data to identify students in need of additional support	Identify specific strategies based on student needs that require additional instructional time and planning. Tutoring student lists and	BOY-September	Completed

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-10

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

Condition: If rate < 68%

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

Campus rate: 45.5%

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
			including Reading Specialist and tutoring.	tutoring schedule. Grade level planning notes, small group lesson plans and progress monitoring documentation.		
Continue developing and implementing new Child Study System.		eCST Coordinator School Administrator(s) Teachers	Provide training and PD on electronic system of CST and goals for teachers.	eCST will be used for all students indicating need from DRA/EDL, TPRI/Tejas LEE, Benchmark assessments and other summative/formative assessments. Continue holding CST meetings weekly to review students' needs. Sign in sheets for trainings.	BOY, MOY, EOY	On-going

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: 13%		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
Continue to implement the DL program with fidelity to the Gomez and Gomez DL One-way Model		Administrative Team Bilingual/ESL Teachers LPAC Chair Instructional Coaches	Provide teacher training throughout the year in Dual Language strategies using the District's Framework of Program Designs and ELPS. Teachers will integrate ESL strategies daily into the Science and Social Studies curriculum. Provide teachers with Dual Language training	Classroom observation will show evidence of teachers implementing the Dual Language Model with fidelity in PK to 2nd grades. Students in grade 2nd – 5th will increase beginning proficiency level to intermediate proficiency level, TELPAS Scores at EOY.	May	Gomez-Gomez campus visit Oct. 2014

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-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: 13%

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
			and support. Teachers will integrate Dual language and sheltered instruction strategies insuring fidelity to both languages.			
Teachers in 2 nd -3 rd will post schedules that ensure 50% of instruction is in Spanish and 50% is in English		Administrative Team Bilingual/ESL Teachers LPAC Chairs Instructional Coaches	PD and information shared with staff regarding DL manual and district schedules during faculty meetings, grade level meetings and LPAC meetings.	Daily schedule with breakdown of language of instruction. Classroom observations note language objectives in instruction. Schedules posted in	On-going	On-going

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-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: 13%

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
				classrooms.		
Identify ELLs who require STAAR/EOC remediation and/or accelerated instruction and provide planned interventions		Teachers Instructional Coaches Administrative Team LPAC Chairs	Use benchmark data to identify students in need of additional support including Reading Specialist and tutoring. Identify specific strategies based on student needs that require additional instructional time and planning.	Tutoring student lists and tutoring schedule. Benchmark data sheets and item analysis. Grade level planning notes, small group lesson plans and progress monitoring documentation. eCST documentation	May	On-going

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:	Identifying students for interventions and enrichment to support all Index 1-4 on STAAR.
General Supplies for at-risk students:	Order materials and supplies for students with identified financial need and/or at risk of not meeting academic performance goals to support campus and district initiatives such as academic vocabulary, computational fluency and grammar skills.
Transition Services (from middle school to high school or from elementary school to middle school):	N/A
Middle School reading and math initiatives:	N/A
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	N/A
Reading specialists (to include literacy coaches):	TLI Reading specialist will work with students in small group reading instruction daily. Provides additional reading supports for students identified as at risk of not meeting academic goals.
Math specialist (FTE for math interventions):	Math specialist will support students daily who are in need of interventions.
Elementary Counselors:	N/A
Dropout prevention services:	N/A
DELTA (or other credit recovery programs):	N/A
Parent Support Specialist (or other parent involvement expenses):	PSS will be the liason from school to home and provide PD for parents in the areas of ESL, parenting skills, nutrition and academic initiatives. These services are provided to identified at risk students and their families.
9 th Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	N/A

APPENDIX A-2

Highly Qualified Teacher Recruitment and Retention Plan

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

	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
▪	Provide adequate time for staff to attend trainings and/or take needed exams
▪	Working with staffing coordinator, identify staff not meeting HQ standards

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
▪	Provide bilingual and special education stipends
▪	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
▪	Provide mentors to first and second year teachers
▪	Offer high-quality professional development
▪	Provide leadership opportunities for teachers
▪	Encourage participation in National Board program
▪	Meet on a regular basis with new teachers to review needs/issues
▪	Other: Part of the PPft Appraisal System and BTEN Initiative for new teachers

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):

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

APPENDIX A-3

Pregnancy Related Services

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

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

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

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

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

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

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

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

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	How will impact
	Improvement strategy	Needs Assessment	Expenditure	be assessed?
Personnel				
*.5 AP	AP will monitor Dual language program and provide teachers will feedback on best practices observed. Will be Title I contact and fulfill Title I responsibilities.	Support instructional initiatives and programs at the campus level regarding Title I, STAAR, TELPAS and Dual Language program.	\$35,422.00	Teachers will provided feedback weekly to support campus initiatives.
*Teacher	5th Grade Teacher	Teacher will teach all core content areas and support all students in enrichment and interventions.	\$54,000.00	100% of our students will be supported with enrichment and interventions as needed.
*Specialists(s)/Coach(s) - w/teachers	Teachers will work with students in small groups instruction in Math and Reading.	80% of our students will pass STAAR in Math and Reading.	\$243,517.00	80% of our students will be successful on STAAR and show one year's growth in Reading and/or Math
*TA(s)			\$0.00	
*Technology Specialist			\$0.00	
*.5 PSS	PSS will work with parents and campus community to continue consistent impementation of campus initiatives and goals.	Parent training in the areas of early literacy, student support services, community wrap around services and parent /school connections.	\$20,334.00	At least 25+ parents will attend workshops and school functions.
Ext Duty - Teachers Tutoring	Respond to struggling students, who will receive interventions after school or before school.	Provide interventions to students in need of support. All ELL's, dyslexic and sped students will be grouped by MOY scores to increase academic skills in Reading, Math, Writing and Science.	\$22,752.00	80% of all students will be successful in all academic areas on the STAAR test.

Ext Duty - Teachers Planning	Team planning and data days will be conducted once every 6 weeks.	Content Coaches will work with teachers weekly and every 6 weeks to plan and implement lessons that meet rigorous expectations in PreK-5th Grade.	\$4,340.00	Teachers will deconstruct the SE's and plan lessons that are rigorous and supportive of TEKS. 100% of plans will be implemented.
Subs	Subs will support the 6 week planning sessions for data day and curriculum alignment.	Teachers will work collaboratively in teams to successfully plan for instruction in PreK-5th Grade.	\$9,281.00	Job-embedded PD will support the teaching and learning at J. Houston. Students and teachers will meet expectations for success.
			\$0.00	
*Salary Adjustment = 5% of salaries			\$17,664.00	
Instructional Supplies, Materials, and Equipment (Function 11)				
Copier Rental			\$0.00	
Misc Contr Svcs- Americorp ACE	support reading interventionsK-2nd	Increase in fluency and comprehension	\$5,000.00	100% of our students working with a mentor will increase in fluency and comprehension.
Reproduction Costs	support the production of Math Masters	Materials for reproduction will support teaching and learning in the classrooms.	\$2,000.00	Students will improve in numerical fluency.
Reading Materials	Students will use books and materials bought to support comprehension of text and math fluency.	Materials will be used in classrooms by students to support independent academic strategies.	\$2,000.00	All PreK-5th Grade will utilize materials to increase student skills in reading comprehension.
Testing Materials (STAAR)			\$0.00	
Computer Related Equip <\$5000			\$0.00	
Software			\$0.00	
General Supplies			\$0.00	
Student Travel (Charter Bus)			\$0.00	

Field Trips (Yellow Bus)	100% of our 5th Graders will participate in Camp Champions Leadership Camp in the Fall Semester.	Students will learn leadership skills to support their learning and team building in the classrooms.	\$500.00	100% of our 5th Graders will participate in Camp Champions.
Food/Refreshments			\$1,042.00	
Misc Oper Exp			\$0.00	
Student Meals (camp Champions)	100% of our students will be able to participate and stay overnight at Camp Champions in the Fall.	Room and Board will be paid by Title I funds.	\$7,664.00	100% of students will attend.
Supplies, Materials, and Equipment (Function 13)				
Misc Contr Svcs	Materials and supplies to support hands on Math, Science and Language Arts.	100% of materials made will be used by students and teachers.	\$2,000.00	100% of materials made will be used by students and teachers to support learning in PreK-5th grade.
Reading Materials	PD books will be purchased for teachers to support campus initiatives through book studies, etc..	100% of books purchased will be used by teachers to support teaching and learning.	\$2,000.00	Books will be used by all campus staff members. Teachers will participate in book studies and presentations.
General Supplies			\$0.00	
Emp Travel	Opportunities for PD will be provided that are aligned with campus and district initiatives.	Teachers will attend PD opportunities that will support best practices. All teachers will be encouraged to attend.	\$3,000.00	Best practices will be implemented in classrooms. PD will be shared with campus community.
			\$0.00	
			\$0.00	
Instructional Supplies/Materials (Function 12 Library)				
Reading Materials	100% of books purchased will be in the campus library to support reading initiatives.	Librarian will purchase fiction and nonfiction texts for the library for independent reading.	\$5,000.00	100% of reading materials will be purchased for student use.

General Supplies	Materials and supplies will be purchased for activities organized by the librarian.	100% of materials will be utilized by students to support school wide events and campus reading initiatives.	\$500.00	Campus will have 100% student participation in library activities during and after school.
			\$0.00	
Instructional Supplies/Materials (Function 23 Admin)				
Reading Materials	Books will be purchased for Admin. And Instructional team to be used for book studies and independent learning.	Book clubs will be formed to support campus initiatives.	\$1,000.00	100% of books will be utilized to align campus initiatives and research of best practices.
General Supplies	Materials and supplies will be purchased for Professional Development.	Materials and supplies will be utilized for student incentives, Principal rewards, etc..	\$662.00	100% of supplies will be utilized for professional development and student incentives.
Emp Travel	Admin. Team will participate and attend PD aligned with district and campus initiatives.	PD will focus on Dual Language and Core academic areas.	\$1,338.00	100% of Title I funds will support PD for Admin. And Instr. Team focused on district and campus initiatives.
			\$0.00	
Instructional Supplies/Materials (Function 31 Counselor)				
Reading Materials			\$0.00	
General Supplies	Materials and supplies will support counseling program and NPforH initiative on campus.	100% of materials and supplies will be utilized by counselor and student groups.	\$100.00	100% of materials made will be used by students and teachers to support learning in PreK-5th grade.
Misc Oper Exp			\$0.00	
			\$0.00	
Instructional Supplies/Materials (Function 61 Parent Involvement)				
Reading Materials			\$0.00	

General Supplies	Materials and supplies for parent trainings on campus.	100% of materials and supplies will be utilized by parents and PSS.	\$2,436.00	Materials and supplies ordered will support PSS trainings and initiatives on campus.
Emp Travel	PSS will attend conferences and workshops to continue learning best practices and techniques to share with parents.	PSS will attend workshops that pertain to parent involvement and campus.	\$1,000.00	PSS will return to campus supportive of initiatives and initiate parent programs and partnerships at the campus level.
Food/Refreshments	100\$ of refreshments purchased will be given to parents during parent coffees, workshops, trainings, etc..	100% of food and refreshments will be given to parents.	\$1,816.00	100% of parents invited to attend workshops and conferences will participate.
Transportation	Busses will be purchased for parents to attend trainings and conferences with PSS.	PSS will provide transportation to parents who are interested in conferences and workshops provided by AISD.	\$1,000.00	Parents will become partners and leaders on our campus to support AISD and campus initiatives.
Other Requests				
			\$0.00	
			\$446,468.00	
Total (Must Match BTO Total)				

Campus Scorecard 2014-15
162 - Houston 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	20%	18%	23%	34%
Afr Amer	17%	*	*	34%
Hispanic	20%	16%	21%	33%
White	50%	*	71%	76%
Asian	*	-	-	0%
Two+	*	*	*	36%
SpEd	32%	43%	46%	54%
ECD	19%	17%	22%	34%
ELL	11%	8%	17%	30%

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	24%	19%	31%	41%
Afr Amer	22%	23%	*	34%
Hispanic	25%	18%	31%	42%
White	*	*	*	51%
Asian	*	-	-	0%
Two+	*	*	*	36%
SpEd	16%	39%	42%	50%
ECD	23%	18%	30%	41%
ELL	19%	12%	27%	38%

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	14%	13%	17%	29%
Afr Amer	*	*	*	15%
Hispanic	15%	12%	15%	28%
White	-	*	*	58%
Asian	-	-	-	0%
Two+	-	*	*	15%
SpEd	*	63%	*	47%
ECD	13%	12%	17%	29%
ELL	9%	8%	8%	22%

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	25%	17%	48%	56%
Afr Amer	*	17%	*	100%
Hispanic	23%	16%	46%	54%
White	*	*	-	50%
Asian	*	-	-	0%
Two+	*	-	*	58%
SpEd	*	22%	71%	76%
ECD	25%	17%	47%	55%
ELL	7%	2%	42%	51%

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	6%	6%	7%	11%
Afr Amer	6%	*	*	5%
Hispanic	5%	5%	7%	11%
White	17%	*	*	32%
Asian	*	-	-	0%
Two+	*	*	*	5%
SpEd	<1%	9%	*	17%
ECD	5%	5%	6%	11%
ELL	4%	2%	6%	10%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	6%	7%	10%	14%
Afr Amer	11%	8%	*	5%
Hispanic	5%	6%	10%	15%
White	*	*	*	19%
Asian	*	-	-	0%
Two+	*	*	*	5%
SpEd	<1%	13%	*	13%
ECD	6%	7%	9%	14%
ELL	3%	5%	9%	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	1%	<1%	*	6%
Afr Amer	*	*	*	5%
Hispanic	1%	<1%	*	6%
White	-	*	*	29%
Asian	-	-	-	0%
Two+	-	*	*	5%
SpEd	*	<1%	*	5%
ECD	1%	<1%	*	7%
ELL	<1%	<1%	*	5%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	6%	7%	9%	14%
Afr Amer	*	<1%	*	5%
Hispanic	5%	6%	10%	14%
White	*	*	-	14%
Asian	*	-	-	0%
Two+	*	-	*	5%
SpEd	*	<1%	*	32%
ECD	6%	6%	8%	12%
ELL	<1%	<1%	*	12%

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	48%	58%	60%
Afr Amer	*	67%	70%
Hispanic	49%	56%	60%
White	*	*	70%
Amer Ind	-	*	60%
Asian	-	-	0%
Two+	*	*	100%
SpEd	*	71%	75%
ELL	*	62%	65%

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	49%	83%	85%
Afr Amer	*	67%	70%
Hispanic	49%	86%	90%
White	*	*	50%
Amer Ind	-	*	100%
Asian	-	-	0%
Two+	*	*	70%
SpEd	*	77%	80%
ELL	64%	89%	90%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	13%	16%	20%
Afr Amer	*	*	20%
Hispanic	12%	16%	20%
White	*	*	35%
Amer Ind	-	*	1%
Asian	-	-	0%
Two+	*	*	70%
SpEd	*	*	15%
ELL	*	17%	25%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	11%	32%	35%
Afr Amer	*	*	30%
Hispanic	10%	31%	35%
White	*	*	35%
Amer Ind	-	*	100%
Asian	-	-	0%
Two+	*	*	70%
SpEd	*	*	10%
ELL	9%	30%	45%

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	71%	66%	83%	85%
Kinder DRA Spanish	49%	54%	62%	75%
1st DRA English	66%	23%	58%	75%
1st DRA Spanish	78%	35%	64%	75%
2nd DRA English	58%	52%	30%	75%
2nd DRA Spanish	43%	29%	30%	75%

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	96.7%	97.1%	96.5%	96.3%	97.0%
Afr Amer	92.0%	92.1%	95.5%	94.3%	97.0%
Hispanic	96.9%	97.4%	96.6%	96.5%	97.0%
White	96.6%	94.1%	94.3%	91.8%	97.0%
Amer Ind	*	*	*	*	97.0%
Asian	*	*	*	*	99.0%
Two+	95.9%	*	95.8%	95.6%	97.0%
ECD	96.7%	97.1%	96.5%	96.2%	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	*	*	*	*	*	*	0.10%
Afr Amer	*	*	*	*	*	*	0.00%
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	*	*	*	*	*	*	0.15%
Afr Amer	*	*	*	*	*	*	1.00%
Hispanic	*	*	*	*	*	*	0.10%
White	*	*	*	*	*	*	1.00%
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	5	<1%	*	*	*	*	0.40%
Afr Amer	*	*	*	*	*	*	1.00%
Hispanic	*	*	*	*	*	*	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	854	789
Afr Amer	40	51
Hispanic	787	699
White	15	12
Amer Ind	2	3
Asian	1	1
Two+	9	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	252	32	13%	261	38	15%	12%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	252	32	13%	261	38	15%	12%
White	-	-	-	105	21	20%	15%
SpEd	*	*	*	*	*	*	0%
ECD	246	31	13%	257	38	15%	12%

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	*	*	*	*	*	*	*	*	*	*	*	*	7	5	71%	*	*	*
F	Hispanic	140	68	49%	77	48	62%	127	58	46%	66	31	47%	155	74	48%	73	41	56%
F	White	*	*	*	*	*	*	*	*	*	-	-	-	*	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		146	72	49%	82	50	61%	133	62	47%	67	31	46%	166	81	49%	79	45	57%
M	Afr Amer	10	7	70%	7	7	>99%	11	5	45%	7	6	86%	10	5	50%	*	*	*
M	Hispanic	154	71	46%	88	64	73%	162	72	44%	87	62	71%	132	55	42%	65	44	68%
M	White	5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	-	-
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		169	80	47%	97	73	75%	177	79	45%	97	70	72%	145	63	43%	69	47	68%
Total		315	152	48%	179	123	69%	310	141	45%	164	101	62%	311	144	46%	148	92	62%

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6117-RR-162-5-24-0-00	Career Ladder - CP-Read Literacy-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-162-5-24-0-00	Extra Duty - CP-SSIG-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-162-5-24-0-00	Extra Duty - CP-AYP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-162-5-30-0-00	Extra Duty - CP-AFL-Houston	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-00-162-5-24-0-00	Professional Salary - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-90-162-5-24-0-00	Professional Salary - CP-PreK-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-CP-162-5-24-0-00	Professional Salary - CP-Campus Cost-Houston	0.00	0.00	4,075.68	-4,075.68	0.00 %
199-11-6119-RR-162-5-24-0-00	Professional Salary - CP-Read Literacy-Houston	56,573.00	0.00	6,353.07	50,219.93	88.77 %
199-11-6125-R5-162-5-24-0-00	Part-Time Hourly - CP-SSIG-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-162-5-24-0-00	FICA - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-162-5-24-0-00	FICA - CP-PreK-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-CP-162-5-24-0-00	FICA - CP-Campus Cost-Houston	0.00	0.00	229.37	-229.37	0.00 %
199-11-6141-R5-162-5-24-0-00	FICA - CP-SSIG-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-162-5-24-0-00	FICA - CP-AYP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-162-5-24-0-00	FICA - CP-Read Literacy-Houston	4,328.00	0.00	271.83	4,056.17	93.71 %
199-11-6141-B1-162-5-30-0-00	FICA - CP-AFL-Houston	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-162-5-24-0-00	Health/Life Ins - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-90-162-5-24-0-00	Health/Life Ins - CP-PreK-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-CP-162-5-24-0-00	Health/Life Ins - CP-Campus Cost-Houston	0.00	0.00	333.40	-333.40	0.00 %
199-11-6142-R5-162-5-24-0-00	Health/Life Ins - CP-SSIG-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-162-5-24-0-00	Health/Life Ins - CP-Read Literacy-Houston	5,506.00	0.00	454.90	5,051.10	91.73 %
199-11-6143-00-162-5-24-0-00	Wk's Comp - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-90-162-5-24-0-00	Wk's Comp - CP-PreK-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-CP-162-5-24-0-00	Wk's Comp - CP-Campus Cost-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-162-5-24-0-00	Wk's Comp - CP-SSIG-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-162-5-24-0-00	Wk's Comp - CP-AYP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-162-5-24-0-00	Wk's Comp - CP-Read Literacy-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-162-5-30-0-00	Wk's Comp - CP-AFL-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-162-5-24-0-00	Teacher Retirement - CP-Houston	35.00	0.00	0.00	35.00	100.00 %
199-11-6146-90-162-5-24-0-00	Teacher Retirement - CP-PreK-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-CP-162-5-24-0-00	Teacher Retirement - CP-Campus Cost-Houston	0.00	0.00	33.96	-33.96	0.00 %
199-11-6146-R5-162-5-24-0-00	Teacher Retirement - CP-SSIG-Houston	0.00	0.00	0.00	0.00	0.00 %

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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-R8-162-5-24-0-00	Teacher Retirement - CP-AYP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-162-5-24-0-00	Teacher Retirement - CP-Read Literacy-Houston	868.00	0.00	67.75	800.25	92.19 %
199-11-6146-B1-162-5-30-0-00	Teacher Retirement - CP-AFL-Houston	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		<u>78,131.00</u>	<u>0.00</u>	<u>11,819.96</u>	<u>66,311.04</u>	
199-11-6399-CP-162-5-24-0-00	General Supplies - CP-Campus Cost-Houston	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>	
11 Total		<u>78,131.00</u>	<u>0.00</u>	<u>11,819.96</u>	<u>66,311.04</u>	
199-13-6118-R5-162-5-24-0-00	Extra Duty - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-162-5-24-0-00	Professional Salary - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-RR-162-5-24-0-00	Professional Salary - CP-Read Recov-Houston	47,921.00	0.00	0.00	47,921.00	100.00 %
199-13-6141-00-162-5-24-0-00	FICA - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-R5-162-5-24-0-00	FICA - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-RR-162-5-24-0-00	FICA - CP-Read Recov-Houston	3,585.00	0.00	0.00	3,585.00	100.00 %
199-13-6142-00-162-5-24-0-00	Health/Life Ins - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-RR-162-5-24-0-00	Health/Life Ins - CP-Read Recov-Houston	5,376.00	0.00	0.00	5,376.00	100.00 %
199-13-6143-00-162-5-24-0-00	Wk's Comp - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-R5-162-5-24-0-00	Wk's Comp - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-RR-162-5-24-0-00	Wk's Comp - CP-Read Recov-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-162-5-24-0-00	Teacher Retirement - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-R5-162-5-24-0-00	Teacher Retirement - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-RR-162-5-24-0-00	Teacher Retirement - CP-Read Recov-Houston	414.00	0.00	0.00	414.00	100.00 %
Total 6100 Payroll Costs		<u>57,296.00</u>	<u>0.00</u>	<u>0.00</u>	<u>57,296.00</u>	
13 Total		<u>57,296.00</u>	<u>0.00</u>	<u>0.00</u>	<u>57,296.00</u>	
199-23-6118-R5-162-5-24-0-00	Extra Duty - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %
199-23-6121-R5-162-5-24-0-00	Overtime - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %
199-23-6125-R5-162-5-24-0-00	Part-Time Hourly - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-R5-162-5-24-0-00	FICA - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %

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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.
199-23-6143-R5-162-5-24-0-00	Wk's Comp - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-R5-162-5-24-0-00	Teacher Retirement - CP-SSI-Houston	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-23-6396-R6-162-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
23 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-31-6116-00-162-5-24-0-00	Subs for Other Professional - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-00-162-5-24-0-00	Extra Duty - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-CP-162-5-24-0-00	Extra Duty - CP-Campus Cost-Houston	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-162-5-24-0-00	Professional Salary - CP-Houston	46,827.00	0.00	5,258.65	41,568.35	88.77 %
199-31-6119-CP-162-5-24-0-00	Professional Salary - CP-Campus Cost-Houston	0.00	0.00	0.00	0.00	0.00 %
199-31-6141-00-162-5-24-0-00	FICA - CP-Houston	3,804.00	0.00	293.76	3,510.24	92.27 %
199-31-6141-CP-162-5-24-0-00	FICA - CP-Campus Cost-Houston	0.00	0.00	0.00	0.00	0.00 %
199-31-6142-00-162-5-24-0-00	Health/Life Ins - CP-Houston	5,355.00	0.00	416.75	4,938.25	92.21 %
199-31-6142-CP-162-5-24-0-00	Health/Life Ins - CP-Campus Cost-Houston	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-00-162-5-24-0-00	Wk's Comp - CP-Houston	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-CP-162-5-24-0-00	Wk's Comp - CP-Campus Cost-Houston	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-162-5-24-0-00	Teacher Retirement - CP-Houston	464.00	0.00	37.43	426.57	91.93 %
199-31-6146-CP-162-5-24-0-00	Teacher Retirement - CP-Campus Cost-Houston	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		<u>56,450.00</u>	<u>0.00</u>	<u>6,006.59</u>	<u>50,443.41</u>	
199-31-6329-CP-162-5-24-0-00	Reading Materials - CP-Campus Cost-Houston	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-162-5-24-0-00	General Supplies - CP-Campus Cost-Houston	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>	
199-31-6411-CP-162-5-24-0-00	Employee Travel - CP-Campus Cost-Houston	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>	

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Campus/Org Expense Listing
Austin Independent School District

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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
31 Total		<u>56,450.00</u>	<u>0.00</u>	<u>6,006.59</u>	<u>50,443.41</u>	
199-33-6399-CP-162-5-24-0-00	General Supplies - CP-Campus Cost-Houston	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>	
33 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-61-6121-B1-162-5-30-0-00	Overtime - CP-AFL-Houston	0.00	0.00	0.00	0.00	0.00 %
199-61-6125-B1-162-5-30-0-00	Part-Time Hourly - CP-AFL-Houston	0.00	0.00	0.00	0.00	0.00 %
199-61-6129-B1-162-5-30-0-00	Support Personnel Salary - CP-AFL-Houston	16,000.00	0.00	1,620.17	14,379.83	89.87 %
199-61-6139-B1-162-5-30-0-00	Employee Allowance - CP-AFL-Houston	312.00	0.00	26.00	286.00	91.66 %
199-61-6141-B1-162-5-30-0-00	FICA - CP-AFL-Houston	1,224.00	0.00	98.27	1,125.73	91.97 %
199-61-6142-B1-162-5-30-0-00	Health/Life Ins - CP-AFL-Houston	2,734.00	0.00	210.47	2,523.53	92.30 %
199-61-6143-B1-162-5-30-0-00	Wk's Comp - CP-AFL-Houston	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-162-5-30-0-00	Teacher Retirement - CP-AFL-Houston	85.00	0.00	7.05	77.95	91.70 %
Total 6100 Payroll Costs		<u>20,355.00</u>	<u>0.00</u>	<u>1,961.96</u>	<u>18,393.04</u>	
61 Total		<u>20,355.00</u>	<u>0.00</u>	<u>1,961.96</u>	<u>18,393.04</u>	
Total Fund 199 General Fund		<u>212,232.00</u>	<u>0.00</u>	<u>19,788.51</u>	<u>192,443.49</u>	

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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.
Grand Total of Selected Fund(s)		212,232.00	0.00	19,788.51	192,443.49	

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