



McBee Elementary School

2014-2015

Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	<input checked="" type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input checked="" type="checkbox"/>
• district-wide orientation session	<input checked="" type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
• campus needs assessment	<input checked="" type="checkbox"/>
• campus objectives and strategies to address identified areas for improvement	<input checked="" type="checkbox"/>
• the approach to setting campus performance targets	<input checked="" type="checkbox"/>
• 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
• By CAC and/or CAC subcommittees	36
• By campus administration and/or leadership team	36

We confirm the above information as correct ...

Position	Name	Date
Principal	Margarita De La Rosa	8/13/15
Co-Chair	Cinthia Guadalupe Martinez	8/13/15
Co-Chair	Francisco Martinez	8/13/15



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 2015-15 Membership

Non-Voting Members	Name
Principal	Margarita De La Rosa
Assistant Principal	Amber Laroche

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	2 nd Monday
Time: 3:00	

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Guadalupe Soto						
Parent	Eilario Zavala						
Parent	Cinthia Guadalupe Martinez	X		X			
Parent	Clara Luna						
Parent	Maria del Carmen Cerda Aviles						
Parent	Estela Garduno						
Professional Staff Member	Mercedes Salinas				x		Kinder
Professional Staff Member	Vedia Miles				x		1 st Grade
Professional Staff Member	Errin Garcia				x		2 nd Grade
Professional Staff Member	Kathryn Presley				x		3 rd Grade
Professional Staff Member	Clayton Oden				x		4 th Grade
Professional Staff Member	Miguel Briones				x		5 th Grade
Professional Staff Member	Francisco Martinez	X				X	SPED
Classified Staff Member	Nelda Ortuno		X				
Student (If Applicable)							
Business Representative	Bala Dumar						
Community Representative	Molly Mayhal						

CAMPUS NEEDS ASSESSMENT FOR 2015-2015

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)

- Achieve 3000 data
- TEMI results

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

- ELL Performance
- Special Education student performance
- STARR performance in Reading, and Writing
- Students' advanced performance in all areas
- Reduce time of special education students in resource classes

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 2015-15

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 by 20% ELLs who make progress from beginning proficiency level to intermediate proficiency level on TELPAS Reading grades 2-5

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 Enrichment Model	2,9,7	Administration DL teachers	Ensure effective implementation of the DL program. Walk-through	Walkthroughs Gomez and Gomez visit documentation	4/2015	In Progress
Ensure administrative staff and teachers attend all DL trainings	2,3,4,5,9	Administration DL teachers	Provide opportunity for all administrators and DL teachers to attend required trainings.	Training certificates	4/2015	In Progress
Provide schedules that ensure 50% of instruction is in Spanish and 50% is in English	8,9	DL teachers	Administration will review schedules for compliance to the program.	Teacher schedules	4/2015	Complete
For second through fourth provide 2 reading periods—one in English and one in Spanish	2,7,8,9,	DL teachers	Administration will review schedules for compliance to the program.	Teacher schedules Walkthroughs	4/2015	Complete

CAMPUS ACTION PLAN FOR 2015-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #CI-2 ☐ State: Below safeguard target

Performance Objective: Increase by 50% ELLs who meet passing standard on science STAAR/EOC.

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Ensure 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	2,3,4,5,7,8,9	Administration	ELL trainings.	Training certificates	4/2015	In Progress
b. Analyze and monitor data (i.e. 2 years TELPAS, district benchmarks and other assessments) to inform on meeting the needs of ELLs for instruction and accommodations	2,3,7,8,9	Administration Classroom teachers	Data meetings after MOY I and MOY II to address needs of struggling students.	Data meeting notes and documentation	4/2015	In Progress
c. Require that teachers scaffold science content to address linguistic differentiation among ELLs	3,8,9	Administration	Training on scaffolding and implement.	Walkthroughs	4/2015	In Progress
d. Conduct collaborative planning sessions that ensure pace and scope of curriculum is consistent with the Bilingual/ESL and regular classrooms	2,3,7,8,9	Administration Instructional Coach	Planning sessions.	Team instructional plans	4/2015	In Progress
e. Continue to provide tutorials for ELLs ensuring linguistic accommodations are provided	7,8,	Administration Classroom teachers Instructional coach	Tutoring for struggling ELL students in science.	Tutoring lesson plans and attendance documentation	4/2015	In Progress
f. Continue to use CRMs for instruction	7,8,9	Administration	Lesson plans will follow the CRMs.	Lesson plans	4/2015	In Progress

CAMPUS ACTION PLAN FOR 2015-15

Title 1 Components		
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Table #CI-3 <input type="checkbox"/> State: Below safeguard target						
Performance Objective: Increase students meeting or exceeding STAAR passing standards (compared to STAAR), and close STAAR performance gaps between all student groups.						
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
g. Identify each student's ethnicity, subgroup, prior performance, prior interventions, strengths and areas for improvement.	7,8,10	Classroom Teachers Principal Asst. Principal Reading Coaches Math & Science Coach Sp. Ed. Teachers	Beginning of the year data for each grade level and teacher identifying each student's prior performance. All teachers receive 504, ELL and Special education data regarding specific students.	Lists of students with coordinating data Copies of IEPs, BIP, 504 plans for individual students. Class AIMS/SchoolNet Data	4/2014	In Progress
h. Utilize/post TEKS/SE to initiate lesson planning and align instruction, tasks, and assessments.	7,8,9	Classroom Teachers Principal Asst. Principal Reading Coaches Math Coach Sp. Ed. Teachers	Develop lesson planning standards Train staff regarding lesson planning standards Meet prior beginning of school year	Lesson Plans Academic data such as benchmarks, classroom assessments, report cards and student work samples Professional learning community agendas and meeting minutes	4/2014	In Progress
i. Integrate at least 3 projects/skills with science or math S.E.s in the special areas instruction	7,8,9	Special Areas teachers Principal Asst. principal Math Coach Teachers	Identify the areas where the Special Areas teachers can implement science or math through vertical and horizontal team meetings	Lesson plans Team meeting minutes	4/2014	In Progress

CAMPUS ACTION PLAN FOR 2015-15

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

j. Increase Science STAAR to 80% passing in 5 th grade	7,8,9	Classroom Teachers Science Committee Principal Assistant Principal	Increase and improve the focus on building background knowledge in key science concept areas.	Student reading logs showing in class reading and nightly reading that reflect an increased emphasis on science and nonfiction topics during each nine-week period.	4/2014	In Progress
k. Increase Math STAAR to 91% passing	4,7,8,9	Classroom teachers Math Coach Math Committee Principal Assistant Principal	Vocabulary lists provided in the CRMs, and identify the key, non-negotiable terms, to be taught. Academic word walls in Math utilizing the words identified above. Numerical fluency in all classrooms. "Fact Masters" to develop and understand math operations. School wide system for resolving math problems to differentiate learning styles. Journal Strategies	Critical word lists developed by teachers at the beginning of each new concept and continue throughout the school year. Classroom observations of students and teachers interacting with the posted vocabulary using Marzano's 6-step vocabulary method. -Teachers will have students demonstrate in depth knowledge of vocabulary words through large and small group instruction. -Staff development session during faculty meetings and January staff development on vocabulary instruction. Teacher lesson plans will utilize lessons and strategies using the Interactive Lesson Support for ELLs and	4/2015	In Progress

CAMPUS ACTION PLAN FOR 2015-15

Title 1 Components

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

				Intervention Strategy Guide in the EnVision Math System.		
I. Increase Writing STAAR to 75% passing in 4 th grade	4,7,8,9	Classroom teachers Writing Coach Writing Committee Principal Assistant Principal	District provided Simple Sentence Part I and Part II Provide a common prewrite structure	Lesson Plans Academic data such as benchmarks, classroom assessments, and student composition samples Professional learning committees agendas and meeting minutes	4/2015	In Progress
m. Increase Reading STAAR to 80%	4,7,8,9	Classroom teachers Reading Coach Reading Committee Principal Assistant Principal	Vocabulary lists provided in the CRMs, and identify the key, non-negotiable terms, to be taught. Academic word walls in Reading utilizing the words identified above. Genre Study Achieve 3000 Accelerated Reader School wide system for classroom library. School wide initiative for independent reading and read aloud. Journal Strategies: Readers response	Lesson Plans Academic data such as benchmarks, classroom assessments, and student work samples Achieve 3000 reports Accelerated Reader reports Walk throughs Professional learning community agendas and meeting minutes	5/2015	In Progress

CAMPUS ACTION PLAN FOR 2015-15

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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Table #CI-4 <input type="checkbox"/> State: Below safeguard target						
Performance Objective: Increase K-2 students reading at or above grade level on end of year DRA/EDL assessments.						
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
n. Continually assess reading levels of the students and intervene as needed.	4,7,8,9,10	K-2 nd grade teachers Reading Coaches Reading Specialists	Discussion with all teachers involved and reading specialist to determine uniform administration eCST meetings for struggling learners Professional Learning Communities to plan together and meet the needs of the various reading levels.	Student performance on DRA, Flynt Cooter, TPRI and Benchmarks Impact meetings regarding individual students Intervention plans for particular individual students	On going	In Progress
o. Assess the core reading instruction and modify it as necessary.	4,7,8,9,10	K-2 nd grade teachers Reading Coaches Reading Specialists Principal Assistant Principal	Training for teachers in Balance Literacy and the daily five.	Teacher certificates of course completion Lesson plans with times of instruction for each component of Balance Literacy and daily five	Ongoing	In Progress
p. Continually assess High Frequency Word Recognition and intervene as needed.	4,7,8,9,10	K-2 nd grade teachers Reading Coaches Reading Specialists Principal Assistant Principal	800 High Frequency Word Reading and Writing Folders	Planning meetings	Ongoing	In Progress
q. Provide data meetings aligned	4,7,8,9	K-2 nd grade teachers	DRA, TPRI, Tejas	Student performance on	5/2015	In Progress

CAMPUS ACTION PLAN FOR 2015-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

to district assessments.		Reading Coaches Reading Specialists Principal Assistant Principal	Lee, District Curriculum	DRA, TPRI and Benchmarks Instructional Timeline		

Table #CI-5 ☐ State: Below safeguard target

Performance Objective: Increase attendance rate to 98%.

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
q. Increase parent contact with student with 3 or more absences in the parent's home language	2,8	Teachers Principal Asst. Principal Coaches Attendance Specialist	Identify within each nine weeks grading period students who have shown a pattern of excessive tardies and/or absences. Contact parents to build positive relationship and stress need for improved attendance. Conduct parent meeting about the importance of coming to school and the understating the law about attendance	Logs of phone calls directly to parents from office staff. Logs of phone calls directly to parents from teachers. eCST attendance goal and Contact documentation	On goine	In Progress
r. Discuss importance of	2,8	Teachers	Conduct morning	Morning assembly	On going	In Progress

CAMPUS ACTION PLAN FOR 2015-15

Title 1 Components

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

1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

attendance at morning assemblies and flyers sent home in the parents language		Principal Asst. Principal Coaches Attendance Specialist Parent Support Specialist	assembly with an attendance agenda in all the grades present. Organize perfect attendance recognition with parents and student in both languages weekly	agenda. Log of attendance for perfect attendance in assemblies		

Table #CI-6 ☐ State: Below safeguard target

Performance Objective: Provide career awareness program

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
s. Increase counselor visits to 5 th grade classes to present career and college awareness programs	6,9	Counselor Special Events Committee	Counselor will present information to students in all the 5 th grade classrooms	Agenda about presentations Student-counselor meeting minutes about choice sheets with focus in AP classes.	4/2015	In Progress
t. Provide a Career Day	6,9	Counselor Special Events Committee	Community volunteers	Agenda and presentation	5/2015	Not started

CAMPUS ACTION PLAN FOR 2015-15

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-7 ☐ State: Below safeguard target

Performance Objective: Transition to Kindergarten from Pre-Kindergarten Lucy Read.

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
u. Inform parents of meeting dates for students attending Pre-K at Lucy Read in parent's home language.	6,11	Principal Parent Support Specialist	Weekly and a monthly calendar/newsletter in the language they can understand Flyers will be sent home about meeting for Pre-K at Lucy activity prior the meeting and the same week of the meeting in the language that parents will understand	Agendas and flyers of meetings with dates on them	5/2015	Not started
v. Principal will attend meeting at Lucy Read before the end of the school to coordinate the transition with the Lucy Read Principal	6,11	Principal	Principal will attend meetings and will communicate with kinder teachers and will parents	Agendas of meetings with dates on them	5/2015	Not Started

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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

Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through: a. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) b. Student participation in physical activities c. Improvement of Fitnessgram results for all students d. 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
All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	2,4,9	Grade Teachers	Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	6/2015	In Progress
The campus will show evidence of an environmental change using Coordinated School Health materials.	2,4,6,9	Grade Teachers PE Teachers Administration	CATCH posters, flyers, marketing materials	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	6/2015	In Progress
Elementary campuses will have two family fitness fun events annually.	2,4,6,9	Grade Teachers PE Teachers Administration	Utilize existing events to integrate a health message through a coordinated school wide event.	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	6/2015	In Progress
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social	2,4,6,9	PE Teachers	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.	6/2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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
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Performance Objective: Students and staff will achieve health and fitness through: a. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) b. Student participation in physical activities c. Improvement of Fitnessgram results for all students d. 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
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 Fitnessgram.	2,9	PE Teachers	This will occur once in the Fall and once in the Spring.	All students' data will be entered in Fitnessgram according to teacher and campus.	6/2015	In Progress
Increase 2 percent by of students in the Healthy Zone for BMI, and increase 3 percent the Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach and Trunk Lift	2,9	PE Teachers Teachers	This will occur during PE time and WOW time.	FitnessGram Final Results	6/2015	In Progress
Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity.	2,4,6,9	PE Teachers Nurses Administration	The PE teacher will assess students BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99 th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for	6/2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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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: a. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) b. Student participation in physical activities c. Improvement of Fitnessgram results for all students d. 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
			to the student and parent in accordance with AISD's case management plan for obesity.	obesity.		
Annually Principals will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.	2,4,6,7,9,10	Principal	Distribution of data on school calendar.	Spot checks to see if data were received.	6/2015	Not started
All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	2,4	Classroom Teachers Teachers Administration	Master schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks. Teachers may use the WOW Integrated Academic activity games	Teachers and students being physically active during the school day. Identification of WOW lessons used written into teachers' daily lesson plans.	6/2015	In Progress
Plan and implement a workout plan during recess to increase	2	Classroom Teachers Admin	PE coach will share Fitnessgram results for	Walkthroughs	6/2014	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
student fitness			all students			
Campuses will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).	2,4,9	Cafeteria Manager Principal Teachers	Principals will share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents. Principals will communicate contents of the policy across stakeholders. Principals will identify the three exempted days and email the information to AISD Health Coordinator. Teachers will use alternative rewards instead of food.	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	6/2015	In Progress
Add one for staff fitness Provide opportunities for the staff to engage in or learn about fitness and wellness activities	2,4	Coordinator School Health Team	Calendar scheduled activities	Agendas Master Calendar	5/2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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

Table #DR-2

Performance Objective: Effective violence prevention and intervention measures will be in place.						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue being a "No Place for Hate" school	2,4,8,9	Administration Student	Attend Webinar Meet with Student Council	Minutes of meeting of Student Council decisions	4/2015	In Progress
Inform parents of Program	6,9	Administration	Parent meeting Flyers	Agendas of meetings with dates on them	10/2015	In Progress
Send Application by Oct. 15, 2014	6,9	Administration Teachers Students	Application	Application is sent and approved	10/15/2015	Complete
Select 3 activities for the year	8	Students Teachers Administration	Based on activities decided	Activities will be in calendar and forms and examples will be mailed to NPFH office.	4/2015	In Progress

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
Inform parents of meeting with a monthly and weekly calendar/news letter of parent	6,9	Principal Parent Support Specialist	Parent Support Specialist will create a weekly and a monthly	Agendas and flyers of meetings with dates on them	06/2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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

Table #DR-3

Performance Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
meetings in the language they can understand			calendar/newsletter in the language they can understand Flyers will be sent home about any school parent activity prior the meeting and the same week of the meeting in the language that parents will understand			
Encourage PTA membership	6,9	PSS Administration	PTA guidelines Parent Support Specialist will create a weekly and a monthly calendar/newsletter in the parent's home language Flyers will be sent home about any school parent activity prior the meeting and the same week of the meeting in the parent's home language	PTA membership PTA event attendance	5/2015	In Progress
Encourage parental involvement at school wide activities	6,9	PSS Administration	Parent Support Specialist will create a weekly and a monthly calendar/newsletter in	Agenda and minutes	5/2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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

Table #DR-3

Performance Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			the language they can understand Flyers will be sent home about any school parent activity prior the meeting and the same week of the meeting in the parent's home language			
Provide adult learning opportunities	6,9	PSS Administration	Parent Support Specialist will create a weekly and a monthly calendar/newsletter in the parent's home language Flyers will be sent home about any school parent activity prior the meeting and the same week of the meeting in the language that parents will understand	Agenda and minutes	5/2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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

Table #DR-4

Performance Objective: Adequate and appropriate campus-level professional development will be provided.

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

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Reading TLI 800 Word Genre Study Professional Development Achieve 3000 Accelerated Reader	3,4,9	Administrators Coaches	TLI Curriculum TLI agenda 800 Word Booklets Genre Monitoring Tool Genre Fountas & Pinnel Achieve 3000 Rep. Accelerated Reading Rep.	Agenda of the PD occurring in November 11	11/2015 05/2015	In Progress
Math Problem Solving Strategies LoneStar Math TIMI	3,4,9	Administrators Coaches	Lone Star Math Curriculum TIMI	Agenda and meetings	10/2015 05/2015	In Progress
Writing Writing workshop for 3 rd and 4 th grades Writing workshop for 1 st and 2 nd grades	3,4,9	Administrators Coaches	Region XIII Booklets Building Grammar Grade 4	Agenda and meetings	10/2015 05/2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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

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

Special Education Identification – All Levels

Table #DR-5						
Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 11.1%		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 students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions	7,8,9,10	eCST chair Administrators Coaches	Teacher data Student data	eCST program will show goals and interventions	06/2015	In Progress
Monitor use of interventions to better meet the need of individual students	7,8,9,10	eCST chair Administrators Coaches Teachers	Teacher data Student data	eCST program will show goals and interventions	06/2015	In Progress
Analyze data to determine specific areas of need for each individual student	7,8,9,10	eCST chair Administrators Coaches Teachers	Teacher data Student data	eCST program will show goals and interventions	06/2015	In Progress
Provide professional learning for teachers on how to apply differentiation strategies during the planning process and classroom implementation.	4	Coaches Admin SPED Teachers	Teacher data Student data	Agendas & minutes	6/2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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

Special Education Service in LRE – All Levels

Table #DR-10						
Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.						
Condition: If rate < 68%					Source: SPED C-IEP (H) 4 th 6 weeks	
Campus rate: 59.6%		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 student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions	7,8,9	SPED Lead Teacher Administration ARD committee	ARD PD targeting co-teach/in-class support, instructional and testing accommodations/supplemental aids, and differentiation	Agendas and minutes	5/2015	In Progress
Conduct ARDS and select the LRE for each individual student	7,8,9,10	Administrators ARD committee	ARD paperwork	Schedules of special education students will show more time on inclusion than resource	5/2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2015-2015

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: 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 professional development on TELPAS Data analysis using the Linguistic Instructional Alignment Guide	4,7,8,9	TLI Coach Reading Specialist Administration	TEA website and Bilingual department	Agenda and minutes	5/2015	In Progress
Provide Professional development on ELPS to all Bilingual and ESL teachers	4,7,8,9	TLI Coach Reading Specialist Administration	TEA website and Bilingual department	Agenda and minutes	5/2015	In Progress
Implement Spanish reading methodology and Monitor student performance on fluency, comprehension and phonics on TPRI/Tejas Lee in K-2 nd	4,7,8,9	TLI Coach Reading specialist Administration DL teachers	Student data	Tejas Lee And EDL assessments	5/2015	In Progress
Implement the Gomez and Gomez Enrichment model with fidelity		Administration	DL PD DL walkthroughs Continuous DL component PD DL CRMs	Gomez and Gomez Evaluation	6/2015	In Progress

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:	Extend the learning day by providing afterschool tutorials and/or small group instruction during the school hours
General Supplies for at-risk students:	Supplies for classroom instruction and after school tutoring in reading, science and math
Transition Services (from middle school to high school or from elementary school to middle school):	
Middle School reading and math initiatives:	
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	
Reading specialists (to include literacy coaches):	Increase literacy skill instruction for students not meeting standards in reading and science
Math specialist (FTE for math interventions):	Increase math skill instruction for students not meeting standards in math
Elementary Counselors:	
Dropout prevention services:	
DELTA (or other credit recovery programs):	
Parent Support Specialist (or other parent involvement expenses):	Increase parental involvement in student's education by teaching adult classes for parents with a focus on at-risk students needing additional social, emotional, behavior and learning supports and their families to promote effective learning
9 th Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	

APPENDIX A-2

Highly Qualified Teacher Recruitment and Retention Plan

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

✓	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
	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
✓	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:

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<i>Personnel</i>				
Reading Specialist	STAAR scores, TPRI Scores & Tejas Lee, DRA, Flynt-Cooter data, Benchmarks Science, Math, Writing, Reading	CI #3 Increase students meeting or exceeding STAAR passing standards, and close STAAR gaps. Increase DRA passing	\$275,365.00	Passing rate in reading, math, science on STAAR, TPRI, Tejas Lee will increase based on the results of the test compared to previous year
Math Coach 50%				
Science Coach				
Parent Support Specialist 50%				
5 th Grade Bilingual Teacher				
PT Hourly				
<i>Instructional Supplies, Materials, and Equipment</i>				
Reading Material	STAAR scores, TPRI Scores & Tejas Lee, DRA, Flynt-Cooter data, Benchmarks Science, Math, Writing, Reading,	Objective # 2 Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups. Objective # 5 Continually assess reading levels of the students and intervene as needed	\$5,000.00	Passing rate in reading, math, science on STAAR, TPRI, Tejas Lee will increase based on the results of the test compared to previous year
General Supplies, Activity Workbooks Software Tutoring Materials	STAAR scores, TPRI Scores & Tejas Lee, DRA, Flynt-Cooter data, Benchmarks	Objective # 5 Continually assess reading levels of the students and intervene as needed	\$62,136.00	Passing rate in reading, math, science on STAAR, TPRI, Tejas Lee will increase based

Copy Rental	Science, Math, Writing, Reading,	Objective # 3 Increase students achieving STAAR Commended Level Performance.		on the results of the test compared to previous year
Contracted Services	Assemblies	Objective #5 Increase student world awareness	\$2000.00	Increase student development in the early years in world cultures.
Field Trips	Need for students to experience academic subjects firsthand and live	Objective # 3 Increase students achieving STAAR Commended Level Performance.	\$3,000.00	Passing rate in science on STAAR and other school assessments will increase based on the results of the test compared to previous year
Staff Development	For teacher to be trained to improve STAAR scores data, Benchmarks meetings or tutoring	Objective # 2 Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups. Objective # 5 Continually assess reading levels of the students and intervene as needed Objective # 3 Increase students achieving STAAR Commended Level Performance.	\$4,200.00	Passing rate in reading, math, science on STAAR, TPRI, Tejas Lee will increase based on the results of the test compared to previous year
			0	
Professional Development/Staff Training				
			\$	
Community Services (Function 61)				
General Supplies	Need for student development	Objective # 5 Continually assess reading levels of the students and intervene as needed	\$1,887.00	Increase student development in the early years in reading and math.

Reading Material	Need for student development	Objective # 5 Continually assess reading levels of the students and intervene as needed	\$1,500.00	Increase student development in the early years in reading and math.
Refreshments	Need for parents and community trainings	Objective # 5 Continually assess reading levels of the students and intervene as needed	\$1,500.00	Increase parent attendance to instructional meetings based on signing sheets
Travel/Registration	Need for parents to go to training	Objective # 5 Continually assess reading levels of the students and intervene as needed	\$575.00	Parent will attend meetings that will benefit the learning of the students.
Staff Trainings				
Substitutes	Need for teacher to go to training or meetings	Objective # 2 Increase students meeting or exceeding STAAR passing standards, and close STAAR gaps	\$8,000.00	Increase performance. Teachers will lesson plans and instructional walks.
Counseling			\$	
Reading Materials	Need for students and parent development	Objective # 5 Continually assess reading levels of the students and intervene as needed	\$500.00	Increase student awareness of school and home life and how to make the right decisions.
General Supplies	Need for student development	Objective # 5 Continually assess reading levels of the students and intervene as needed	\$500.00	Increase student awareness of school and home life and how to make the right decisions.
Employee Travel	Professional Development	Table CI-3 Increase students achieving STAAR Commended Level Performance.	\$500.00	Increase student awareness of school and home life and how to make the right
Other Requests				

Extra Duty Stipends	STAAR scores data, Benchmarks meetings or tutoring	Objective # 2 Increase students meeting or exceeding STAAR passing standards, and close STAAR performance gaps between all student groups. Objective # 5 Continually assess reading levels of the students and intervene as needed Objective # 3 Increase students achieving STAAR Commended Level Performance.	\$10,357.00	Tutoring for STAAR test will show gains in all subject tested compared to last year's results.
Ext Duty-Teachers Planning	For teacher to be trained to improve STAAR	For teacher to be trained to improve STAAR scores data, benchmarks meetings or tutoring.	\$8,493.00	Passing rate in reading, math, science on STAAR, TPRI, Tejas Lee will increase based on the results of the test compared to previous
Salary Cushion	In case of salary Increases		\$12,104.00	
			\$	
			\$	
			\$	
TOTAL (Must Match BTO Total)			\$397,617.00	

Campus Scorecard 2014-15
165 - McBee 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	27%	34%	33%	44%
Afr Amer	33%	18%	47%	55%
Hispanic	25%	34%	31%	41%
White	*	80%	75%	79%
Asian	-	-	*	100%
Two+	*	*	*	15%
SpEd	32%	30%	37%	47%
ECD	27%	33%	32%	42%
ELL	24%	27%	25%	36%

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	26%	41%	45%	53%
Afr Amer	17%	41%	59%	65%
Hispanic	28%	41%	42%	51%
White	*	60%	75%	79%
Asian	-	-	*	100%
Two+	*	*	*	72%
SpEd	21%	38%	26%	37%
ECD	26%	41%	45%	53%
ELL	27%	38%	38%	47%

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	27%	21%	30%	41%
Afr Amer	*	22%	*	36%
Hispanic	28%	20%	31%	41%
White	*	-	*	43%
Asian	-	-	-	0%
Two+	*	-	*	15%
SpEd	30%	15%	*	29%
ECD	26%	21%	29%	40%
ELL	29%	21%	28%	38%

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	22%	21%	29%	40%
Afr Amer	29%	*	*	39%
Hispanic	20%	20%	29%	39%
White	*	*	*	58%
Asian	-	-	-	0%
Two+	-	*	*	15%
SpEd	*	8%	40%	49%
ECD	22%	21%	28%	39%
ELL	18%	15%	18%	30%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	8%	15%	12%	16%
Afr Amer	14%	18%	*	27%
Hispanic	6%	13%	10%	14%
White	*	60%	*	41%
Asian	-	-	*	100%
Two+	*	*	*	5%
SpEd	<1%	8%	*	8%
ECD	8%	14%	12%	16%
ELL	5%	10%	6%	11%

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	10%	17%	24%	28%
Afr Amer	6%	18%	29%	33%
Hispanic	12%	16%	23%	27%
White	*	40%	*	29%
Asian	-	-	*	100%
Two+	*	*	*	5%
SpEd	<1%	3%	*	10%
ECD	11%	17%	24%	28%
ELL	13%	16%	20%	24%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	2%	2%	*	6%
Afr Amer	*	11%	*	5%
Hispanic	2%	<1%	*	6%
White	*	-	*	5%
Asian	-	-	-	5%
Two+	*	-	*	5%
SpEd	10%	<1%	*	5%
ECD	2%	2%	*	6%
ELL	2%	1%	*	7%

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	8%	3%	9%	13%
Afr Amer	6%	*	*	19%
Hispanic	8%	2%	*	10%
White	*	*	*	52%
Asian	-	-	-	5%
Two+	-	*	*	5%
SpEd	*	<1%	*	18%
ECD	8%	2%	7%	12%
ELL	9%	2%	*	7%

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	52%	66%	75%
Afr Amer	*	64%	68%
Hispanic	50%	67%	70%
White	*	*	54%
Amer Ind	-	*	54%
Asian	-	-	5%
Two+	*	*	100%
SpEd	*	87%	90%
ELL	31%	84%	88%

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	68%	66%	70%
Afr Amer	63%	64%	68%
Hispanic	71%	65%	69%
White	*	*	79%
Amer Ind	-	*	100%
Asian	-	-	0%
Two+	*	*	100%
SpEd	>99%	75%	79%
ELL	-	62%	66%

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	19%	13%	18%
Afr Amer	*	*	4%
Hispanic	22%	14%	18%
White	*	*	29%
Amer Ind	-	*	54%
Asian	-	-	4%
Two+	*	*	4%
SpEd	*	*	17%
ELL	13%	21%	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	28%	24%	28%
Afr Amer	38%	*	31%
Hispanic	26%	19%	23%
White	*	*	79%
Amer Ind	-	*	100%
Asian	-	-	4%
Two+	*	*	54%
SpEd	67%	40%	44%
ELL	-	18%	22%

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	75%	85%	92%	93%
Kinder DRA Spanish	71%	75%	79%	81%
1st DRA English	34%	61%	48%	61%
1st DRA Spanish	43%	64%	65%	70%
2nd DRA English	47%	14%	47%	55%
2nd DRA Spanish	33%	43%	31%	55%

Data Source: AIMS, EOY Assessment

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	96.9%	96.7%	96.8%	96.5%	97.5%
Afr Amer	96.1%	96.0%	96.7%	94.4%	95.5%
Hispanic	97.0%	96.9%	96.9%	96.8%	97.8%
White	*	95.1%	93.3%	93.0%	94.0%
Amer Ind	*	*	*	*	97.9%
Asian	<1%	*	*	*	99.7%
Two+	*	92.7%	96.1%	95.8%	96.8%
ECD	96.9%	96.7%	96.8%	96.5%	97.5%

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

* Denominator is less than 900(excluding 0)

- Denominator is 0

Discipline Targets

Campus Discretionary Removals

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

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus Suspensions to Home

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	10	1.14%	*	*	6	<1%	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	7	<1%	*	*	*	*	0.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	*	*	*	*	*	*	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	10	1.14%	*	*	*	*	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	6	<1%	*	*	*	*	0.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	*	*	*	*	*	*	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Fall Enrollment (PEIMS Snapshot Date)

	2012-13 Actual	2013-14 Estimated
All Students	733	567
Afr Amer	42	47
Hispanic	668	436
White	12	14
Amer Ind	1	2
Asian	4	5
Two+	6	63

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	308	26	8%	228	32	14%	10%
Afr Amer	-	-	-	*	*	*	29%
Hispanic	305	25	8%	226	32	14%	10%
White	-	-	-	157	19	12%	8%
SpEd	26	5	19%	23	*	*	13%
ECD	308	26	8%	226	32	14%	10%

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	16	9	56%	11	*	*	9	*	*	6	*	*	8	5	62%	*	*	*
F	Hispanic	138	70	51%	78	46	59%	127	71	56%	76	49	64%	102	67	66%	61	40	66%
F	White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		155	79	51%	90	50	56%	140	76	54%	85	53	62%	113	74	65%	66	44	67%
M	Afr Amer	18	8	44%	12	9	75%	10	*	*	8	*	*	5	*	*	*	*	*
M	Hispanic	162	73	45%	95	70	74%	160	76	48%	98	65	66%	108	58	54%	63	42	67%
M	White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	-	-
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		183	83	45%	109	81	74%	172	80	47%	107	69	64%	115	62	54%	66	44	67%
Total		338	162	48%	199	131	66%	312	156	50%	192	122	64%	228	136	60%	132	88	67%

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6118-R5-165-5-24-0-00	Extra Duty - CP-SSIG-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-165-5-30-0-00	Extra Duty - CP-AFL-McBee	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-00-165-5-24-0-00	Professional Salary - CP-McBee	0.00	0.00	-1,061.96	1,061.96	0.00 %
199-11-6119-R4-165-5-24-0-00	Professional Salary - CP-Risk Stud Sup-McBee	0.00	0.00	-1,046.59	1,046.59	0.00 %
199-11-6119-RR-165-5-24-0-00	Professional Salary - CP-Read Literacy-McBee	51,629.00	0.00	5,797.87	45,831.13	88.77 %
199-11-6125-87-165-5-24-0-00	Part-Time Hourly - CP-Math/Read Init-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-165-5-24-0-00	Part-Time Hourly - CP-SSIG-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-B1-165-5-30-0-00	Part-Time Hourly - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-165-5-24-0-00	FICA - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-87-165-5-24-0-00	FICA - CP-Math/Read Init-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-165-5-24-0-00	FICA - CP-Risk Stud Sup-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-165-5-24-0-00	FICA - CP-SSIG-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-165-5-24-0-00	FICA - CP-Read Literacy-McBee	3,950.00	0.00	327.89	3,622.11	91.69 %
199-11-6141-B1-165-5-30-0-00	FICA - CP-AFL-McBee	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-165-5-24-0-00	Health/Life Ins - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-165-5-24-0-00	Health/Life Ins - CP-Risk Stud Sup-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-165-5-24-0-00	Health/Life Ins - CP-SSIG-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-165-5-24-0-00	Health/Life Ins - CP-Read Literacy-McBee	5,466.00	0.00	416.75	5,049.25	92.37 %
199-11-6143-00-165-5-24-0-00	Wk's Comp - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-165-5-24-0-00	Wk's Comp - CP-Risk Stud Sup-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-165-5-24-0-00	Wk's Comp - CP-SSIG-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-165-5-24-0-00	Wk's Comp - CP-Read Literacy-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-165-5-30-0-00	Wk's Comp - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-165-5-24-0-00	Teacher Retirement - CP-McBee	0.00	0.00	-34.60	34.60	0.00 %
199-11-6146-R4-165-5-24-0-00	Teacher Retirement - CP-Risk Stud Sup-McBee	0.00	0.00	-19.90	19.90	0.00 %
199-11-6146-R5-165-5-24-0-00	Teacher Retirement - CP-SSIG-McBee	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-165-5-24-0-00	Teacher Retirement - CP-Read Literacy-McBee	769.00	0.00	37.88	731.12	95.07 %
199-11-6146-B1-165-5-30-0-00	Teacher Retirement - CP-AFL-McBee	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		<u>72,635.00</u>	<u>0.00</u>	<u>4,417.34</u>	<u>68,217.66</u>	
199-11-6399-CP-165-5-24-0-00	General Supplies - CP-Campus Cost-McBee	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.
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-11-6494-B1-165-5-30-0-00	Field Trips - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		0.00	0.00	0.00	0.00	
11 Total		72,635.00	0.00	4,417.34	68,217.66	
199-13-6117-00-165-5-24-0-00	Career Ladder - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-B1-165-5-30-0-00	Extra Duty - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-165-5-24-0-00	Professional Salary - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-RR-165-5-24-0-00	Professional Salary - CP-Read Recov-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6121-B1-165-5-30-0-00	Overtime - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6125-B1-165-5-30-0-00	Part-Time Hourly - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-165-5-24-0-00	FICA - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-RR-165-5-24-0-00	FICA - CP-Read Recov-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-B1-165-5-30-0-00	FICA - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-165-5-24-0-00	Health/Life Ins - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-RR-165-5-24-0-00	Health/Life Ins - CP-Read Recov-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-165-5-24-0-00	Wk's Comp - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-RR-165-5-24-0-00	Wk's Comp - CP-Read Recov-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-B1-165-5-30-0-00	Wk's Comp - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-165-5-24-0-00	Teacher Retirement - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-RR-165-5-24-0-00	Teacher Retirement - CP-Read Recov-McBee	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-B1-165-5-30-0-00	Teacher Retirement - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
13 Total		0.00	0.00	0.00	0.00	
199-23-6125-B1-165-5-30-0-00	Part-Time Hourly - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-B1-165-5-30-0-00	FICA - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-B1-165-5-30-0-00	Wk's Comp - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-B1-165-5-30-0-00	Teacher Retirement - CP-AFL-McBee	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.
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
199-23-6396-R6-165-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
199-23-6399-B1-165-5-30-0-00	General Supplies - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
23 Total		0.00	0.00	0.00	0.00	
199-31-6117-00-165-5-24-0-00	Career Ladder - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-00-165-5-24-0-00	Extra Duty - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-31-6118-CP-165-5-24-0-00	Extra Duty - CP-Campus Cost-McBee	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-165-5-24-0-00	Professional Salary - CP-McBee	48,712.00	0.00	5,470.31	43,241.69	88.77 %
199-31-6141-00-165-5-24-0-00	FICA - CP-McBee	3,659.00	0.00	279.80	3,379.20	92.35 %
199-31-6141-CP-165-5-24-0-00	FICA - CP-Campus Cost-McBee	0.00	0.00	0.00	0.00	0.00 %
199-31-6142-00-165-5-24-0-00	Health/Life Ins - CP-McBee	5,466.00	0.00	454.90	5,011.10	91.67 %
199-31-6143-00-165-5-24-0-00	Wk's Comp - CP-McBee	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-CP-165-5-24-0-00	Wk's Comp - CP-Campus Cost-McBee	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-165-5-24-0-00	Teacher Retirement - CP-McBee	441.00	0.00	35.19	405.81	92.02 %
199-31-6146-CP-165-5-24-0-00	Teacher Retirement - CP-Campus Cost-McBee	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		58,278.00	0.00	6,240.20	52,037.80	
199-31-6329-CP-165-5-24-0-00	Reading Materials - CP-Campus Cost-McBee	0.00	0.00	0.00	0.00	0.00 %
199-31-6397-CP-165-5-24-0-00	Software - CP-Campus Cost-McBee	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-165-5-24-0-00	General Supplies - CP-Campus Cost-McBee	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-31-6411-CP-165-5-24-0-00	Employee Travel - CP-Campus Cost-McBee	0.00	0.00	0.00	0.00	0.00 %
199-31-6499-CP-165-5-24-0-00	Misc Operating Expenses - CP-Campus Cost-McBee	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		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.
31 Total		58,278.00	0.00	6,240.20	52,037.80	
199-61-6121-B1-165-5-30-0-00	Overtime - CP-AFL-McBee	0.00	0.00	11.96	-11.96	0.00 %
199-61-6125-B1-165-5-30-0-00	Part-Time Hourly - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-61-6129-B1-165-5-30-0-00	Support Personnel Salary - CP-AFL-McBee	16,000.00	0.00	1,331.58	14,668.42	91.67 %
199-61-6139-B1-165-5-30-0-00	Employee Allowance - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-165-5-30-0-00	FICA - CP-AFL-McBee	1,224.00	0.00	106.52	1,117.48	91.29 %
199-61-6142-B1-165-5-30-0-00	Health/Life Ins - CP-AFL-McBee	2,734.00	0.00	208.38	2,525.62	92.37 %
199-61-6143-B1-165-5-30-0-00	Wk's Comp - CP-AFL-McBee	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-165-5-30-0-00	Teacher Retirement - CP-AFL-McBee	87.00	0.00	7.71	79.29	91.13 %
Total 6100 Payroll Costs		20,045.00	0.00	1,666.15	18,378.85	
61 Total		20,045.00	0.00	1,666.15	18,378.85	
Total Fund 199 General Fund		150,958.00	0.00	12,323.69	138,634.31	

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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)		150,958.00	0.00	12,323.69	138,634.31	

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