

# **Williams 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.	✓
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	✓
• orientation at CAC meeting (provided by campus)	✓
• orientation at CAC meeting (provided by central office)	
• district-wide orientation session	

CIP Development	
The CAC was given an opportunity to provide input on the following:	
• campus needs assessment	✓
• campus objectives and strategies to address identified areas for improvement	✓
• the approach to setting campus performance targets( <b>district, campus, state data reviewed</b> )	
• campus budget	✓
The CAC was given an opportunity to review the complete draft CIP prior to submittal.	✓
The CIP action plan component pertaining to <b>campus professional development</b> was approved by the CAC.	✓

Approximate hours spent on CIP development	<b>Hours</b>
• By CAC and/or CAC subcommittees	30
• By campus administration and/or leadership team	10

We confirm the above information as correct ...

Position	Name	Date
Principal		
Co-Chair		
Co-Chair		



## **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	<b>Joan Bertino</b>
Assistant Principal	<b>Erica Ramirez</b>

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

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Stephen Ferguson	✓		✓			
Parent	Olga Machuca						
Parent	Jenny Wood						
Parent	Susie Tilghman						
Parent	Jackie Jaramillo						
Parent	George Prochnow						
Professional Staff Member	Susan Luster				✓		
Professional Staff Member	Lori Huey				✓	✓	
Professional Staff Member	Sue Page				✓		
Professional Staff Member	Josephine Valenzuela	✓			✓		
Professional Staff Member	Marianne Pizzuti		✓			✓	
Classified Staff Member	Stella Reynolds (parent support specialist)						
Business Representative	Cici's Pizza representative						
Community Representative	Karen Johnson						

## 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:

- ACE student reading data for K, 1, 2
- TEMI data for K, 1, 2
- Wizard Academy Data

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

- Performance in science PK-5
- Continued increase in performance in math, reading, and writing on the STAAR test and in daily work.
- Special ed. student performance in all subjects, especially writing.
- ELL students increase performance in annual TELPAs and also in STAAR

## 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

Table #CI-1 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance <input checked="" type="checkbox"/> Campus Target					
<b>Objective: Improve Performance in Science.</b>					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<b>Science support strategy</b> 1. Teachers will provide content anchor charts and stems to support oral discourse and written thinking, and utilize recording formats, beginning with 2-3 column notes for students to successfully record data in the context of both anchors and science field note entries. Adding systematic approach to written and verbal thinking in modeling and student release.	Joan Bertino, Welozette Duffin, Erica Ramirez, Williams Vertical Science Cadre and UT collaborative, All Williams Classroom, Support and Special Ed. Teachers	PD Support: AVID training with use of 2-3 column notes. Writing in Science Resources.	Students will articulate science learning and use vocabulary with gradual release of support. Administrators will monitor for implementation and discuss progress with leadership team. Weekly observations 5 <sup>th</sup> grade - principal Biweekly observations K-4 APs <i>20% Improvement in science MOY benchmarks and STAAR.</i>	June 2015	In progress
<b>Science support strategy</b> 2. Teachers will use interactive notebooks as a teaching tool to record notes, and model, clarify, address misconceptions and give feedback to the student science learning.	Joan Bertino, Welozette Duffin, Erica Ramirez, Williams Vertical Science Cadre and UT collaborative, All Williams Classroom, Support and Special Ed. Teachers	Utilize interactive notebook rubric campus-wide. Review grade level journals at team planning and PLC.	Teachers will provide opportunities for students to record data and notebook connections and conclusions. Teacher will model use and hold students accountable for academic vocabulary.  <i>85% of notebooks at A,B level</i>	September 16, 2013- rubric developed. Effective use of interactive notebooks- Sept.2014-June 2015. Reviewed monthly in PLCs.	In progress
<b>Science support strategy</b> 3. Teachers will develop systems to model the thinking in activities and/or interactive notebook and in science activities using explicit instruction in writing in science and metacognition.	Joan Bertino, Welozette Duffin, Erica Ramirez, Williams Vertical Science Cadre and UT collaborative, All Williams Classroom, Support and Special Ed. Teachers	Writing in Science Materials and Resources. AVID resources.	Teachers will model and hold student accountable for scientific thinking and notebook connections and conclusions. Teacher will model use and hold students accountable for academic concepts in well-developed activities.  <i>20% Improvement in science MOY benchmarks and STAAR.</i>	Review at Science Cadre and PLC. Examination of student written thinking in science.	In progress

Table #CI-2

☐ State: Below safeguard target    ☒ Federal: below safeguard 79%    ☒ Campus Target
**Objective: Improve Performance in Math.**

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<b>Computation Fluency Plan</b> 1. Continuation after 2013-14 school years for second through fifth grade. Using Formative Loop in grading and data keeping monitoring effectiveness. 1. Systematically implement the Computational Fluency Plan and response daily following the training and plan implemented from Area I Solution Team and staff. 2. Apply short turn around interventions to support students' growth. 3. Monitor the operation application during the "UPS-Check Problem Solving Model" (TEKS 3.14B, 4.14B, 5.15B, Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.)	Welozette Duffin, Kim Melton, Joan Bertino, Erica Ramirez, All Williams Classroom, Support and Special Ed. Teachers	Formative Loop Program Incentives-stickers, cards, and operation bracelets for motivation. PD includes update and review of Origo and FACTastic strategies.	Review data from Formative Loop daily and weekly. Daily work successful in the operational section of the problems. <b>All responsible:</b> <b>Monitoring data</b> ✓ Assess and track student progress ✓ Look for trends and plan targeted interventions ✓ Differentiate as needed for students <b>Planning and            facilitating interventions</b> ✓ Meet with students ✓ Schedule intervention during non-instructional times ✓ Facilitate conceptual intervention lessons ✓ Assign homework  <i>25% increase in            AIMSweb Computational            Scores            (2<sup>nd</sup> grade TEMI)</i>	June 2015. Reevaluate success in May 2015.	In progress
<b>Problem Solving Approach</b> 2. Teachers will Use and explicitly teach a Four-Step Problem Solving Process. (George Polya, How to Solve It, 1945) The "UPS"-Check Problem Solving Model, a problem solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness. Select or develop an appropriate problem-solving plan or strategy, including: drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.	Joan Bertino, Welozette Duffin, Erica Ramirez, Kim Melton, All Williams Classroom, Support and Special Ed. Teachers	Utilizing CLI strategies to promote more student response. Problem-Solving Posters. PD on new Math TEKS for all grade levels.	Success in STAAR math scores grades 3, 4, and 5. Higher scores in TEMI in grade 2.  <i>10-15% in Overall STAAR Math            Scores</i>	September 16, 2013- rubric developed. Use of UPS check daily- Sept.2014-June 2015	In progress



Table #CI-3

☐ State: Below safeguard target☒ Federal: below safeguard 79% in reading☒ Campus Target**Objective: Improve Performance in Literacy-Reading and Writing.**

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<b>Comprehension in the Context of Genres</b> <ul style="list-style-type: none"> <li>Identify characteristics of Genres and go through stages of collect, immerse, study, define, teach, read and revise. <b>Build definitions with students.</b></li> <li>Utilize knowledge and skills of Genres in comprehension tasks.</li> <li>Use Genre specific comprehension questions during Modeled, Shared, and Guided Reading (Fountas and Pinnel Genre Study Guides).</li> </ul> <b>Comprehension</b> Create daily quality tasks for students to “talk” about text through class discussion, text analysis, written reflection, book groups, author’s chair and reader’s response journals to demonstrate comprehension of text.	Joan Bertino, Welozette Duffin, Erica Ramirez, All Williams Classroom, Support and Special Ed. Teachers	Genre Study Training for two new teachers.  Reading Cadres studies key elements from <b>Genre Study</b> Fountas and Pinnell.  Teachers will share materials with other team mates during planning meetings.	Academic vocabulary used by students and teachers.  Class genre charts are easily accessible and student friendly. Students articulate definitions for all grade level genres.  Students are articulating characteristics of specific genres to grade levels.	Revision of strategies based on effectiveness each year. May 2015	In progress
<b>Reading Fluency</b> <b>Fluency developed to access lengthy texts with effective comprehension and ease.</b> Teachers in each grade level will create a plan to address fluency with their students. (Weekly tasks, monitoring, and intervention).	Joan Bertino, Welozette Duffin, Erica Ramirez, Reading Specialists, All Williams Classroom, Support and Special Ed. Teachers	Fluency resources: Treasures Fluency resources, 6 minute solution, and Read Naturally.  AISD literacy strategies	Teachers will monitor fluency of their students. Utilize Area I primary literacy strategies.  <i>90% of first and second graders on level at EOY.            10-15% gain in STAAR Scores School-wide.</i>	Monitor fluency weekly and report growth each nine weeks.	In progress

<p><b>Consistent Application of the Writing Process</b> Classrooms will create grade level exemplars as a student/teacher rubric to monitor and develop more proficient writing and a standard for the campus. Areas of focus: addressed in the cadre: writing process (including topic selection in the planning piece of prewriting), analysis of each part of the process especially revising and editing, spelling and grammar; and handwriting.</p>	Joan Bertino Williams Vertical Writing Cadre, All Williams Classroom, Support and Special Ed. Teachers	Planning for Writing Lessons-Vertical Cadre and Grade Level Teams	<ul style="list-style-type: none"> <li>• Monitor student progress throughout the writing process.</li> <li>• Scheduled reviews of writing rubrics to determine.</li> <li>• Use the TEKS to set the standard.</li> <li>• Use BOY, MOY and EOY benchmark data in each grade level.</li> <li>• Teachers will set up labeled workstations that clearly identify the step in the writing process. Students will rotate around the room as the progress in the writing process.</li> </ul>	September 2014-June 2015	In progress
<p><b>Focus of Revising and Editing</b> Vertical Alignment of Convention Instruction – balance craft lessons/writing process with systematic and explicit instruction in grammar and mechanics</p> <p>Interactive Writing – teach both craft/process lessons and embedded mechanics/convention lessons in the context of shared writing where the teacher and students jointly share the experience of generating ideas and creating pieces</p> <p>Writing Convention fluency/mini-lesson – students receive daily opportunities to practice convention skills, cumulatively reviewing previously taught skills</p>	Joan Bertino Williams Vertical Writing Cadre, All Williams Classroom, Support and Special Ed. Teachers	<p>Planning for Writing Lessons-Vertical Cadre and Grade Level Teams</p> <p>Maintains focus of PD on school-wide writing initiative</p>	<p>85% of students performing proficient on grade level exemplar samples. 15% Improvement in STAAR writing scores.</p>	September 2014-June 2015	In progress

Table #CI-4 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance <input checked="" type="checkbox"/> Campus Target					
<b>Objective: Improve Performance in Application of all Content Areas.</b>					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
<b>Creative Learning Initiative Strategies</b> 1. Teachers will provide content anchor charts and stems to support oral discourse and written thinking, and utilize recording formats, beginning with 2-3 column notes for students to successfully record data in the context of both anchors and notebook entries. Adding systematic approach to written and verbal thinking in modeling and student release.  2. Integrate Dramatic Based Learning and STEM activities in pilot after school program, Prime Time extended day.	Joan Bertino, Welozette Duffin, Erica Ramirez, Sloan McLain and CLI team All Williams Classroom, Support and Special Ed. Teachers	CLI Training August 2014-Completed. CLI Training Part 2 November 2014. Team planning with CLI coordinator. Team planning requirement to implement CLI strategy.	More student participation when demonstrating thinking.	June 2015	In progress
	Stella Reynolds Classroom Teachers Community Members and Vendors	Program design and materials.	Extending fine arts and STEM interest and skills.	First round-Dec. 2014	
<b>Application of AVID Elementary</b> Teachers will use interactive notebooks as a teaching tool to record notes, and model, clarify, address misconceptions and give feedback to the student science learning.	Joan Bertino, Welozette Duffin, Erica Ramirez, Williams Tarrah Tompson-Elementary AVID-CST coordinator, All Williams Classroom, Support and Special Ed. Teachers	Monthly Site Team Meetings with Action Steps. AVID materials and AVID Elementary on-line resources.	Articulation and Application of AVID. WICOR, Focus on Organization and Inquiring.	June 2015 and on-going	In progress
<b>Sally Ride On-line Academy.</b> Resources and support for 2014-15.	Joan Bertino Christina Pena Fourth and Fifth Grade Teachers	PD review of online material. Weekly highlight of STEM careers.	Pre and Post survey of science interest connecting to careers.	June 2015	Starting

Table #CI-5 <input type="checkbox"/> State: Below safeguard target <input type="checkbox"/> AYP: Area of low performance <input checked="" type="checkbox"/> Campus Target					
<b>Objective: Improve Identification and Service to Gifted and Talented Students/Advanced Academics.</b>					
Applicable Strategic Plan Goal(s): 1,2,3,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Implement formative assessments and pre-assessments that identify areas of need or strengths to build instructional focus. Promote, nurture, and identify demonstrations of giftedness through quality learning experiences.	Welozette Duffin Gifted and Talented Campus Committee All Williams Teachers	Costas level of questioning GT updates(included in CLI training) Foundation hours for new teachers.	Increase the number of all students earning level 3 performances on specified subject areas by 8% and G/T designated students by 15%. Classroom observations of teachers will show incorporation of AVID and questioning strategies during their daily class discussions.	May 2015	In progress
Teachers will promote high level thinking skills through use of questioning strategies and use of AVID and CLI strategies.	Welozette Duffin Gifted and Talented Campus Committee All Williams Teachers	AVID materials and training Tarrah Thompson CLI materials and training Sloan McLain Questions stems	Teacher lesson plans will provide weekly opportunities for advanced academic development through guided instruction groups and differentiated assignments and projects.	May 2015	In progress
All teachers will provide their students with opportunities for project based cooperative group activities and projects.	Welozette Duffin Gifted and Talented Campus Committee All Williams Teachers	CLI strategies and CLI PD	Plans for cooperative groups and individual projects will be integrated into unit lesson plans each nine weeks.	May 2015	In progress

## 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*

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

Table #DR-1

**Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.**

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	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.	Kelli Wiley Classroom Teachers	Catch Curriculum Health Curriculum	Weekly lesson plans Monthly lesson plans Evidence of lessons taught	Each 9 weeks	In progress
The campus will show evidence of an environmental change using Coordinated School Health materials.	Kelli Wiley Green Team	CATCH posters Flyers Marketing materials AISD Health Risk Assessment	Inclusion of CATCH Campus/parent correspondence Classrooms, cafeteria, gym, and campus events	Per event	In progress
Elementary campuses will have two family fitness fun nights and one parent/child play day this year.	Kelli Wiley Joan Bertino	Athletic equipment Volunteers Planning PTA	Sign in sheet Monkey Survey	Fall Spring	In progress
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.	Kelli Wiley	Fitness assessment	Teams grades and Fitnessgram	Annual	In progress
100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed w/ Fitnessgram.	Kelli Wiley	Fitnessgram assessment	Fitnessgram data entry Review of data and set goals	Fall Spring	In progress
Identify students in the 85 <sup>th</sup> to 99 <sup>th</sup> plus percentile to receive health and wellness information and case management for obesity.	School Nurse Kelli Wiley	Student BMI percentile The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	Students in the 99 <sup>th</sup> plus percentile of the Fitnessgram (with parental involvement and consent) will be case managed using AISD case management plan for obesity.	Fall Spring	In progress
Annually Principal will provide campus staff,	Joan Bertino	Fitnessgram data	Include this data as part of	Spring EOY	Starting

Table #DR-1

**Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.**

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
teachers, and parents the campuses Fitnessgram report/results.			staff meeting Various communication		
All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	Kelli Wiley Classroom Teachers	A, B, and C rotation of special area classes WOW	Daily schedule Lesson plans	Year-round	In Progress
75% of classroom teachers integrate activities from Health.com for WOW or health lessons.	Kelli Wiley Classroom Teachers	Health.com	Indoor WOW time and brain breaks for students	Year-round	In Progress
Integrate movement from the Creative Learning Initiative weekly activities.	Joan Bertino CLI coach All Williams Teachers	Two trainings for drama based learning Intensive Training	Engagement throughout the day. All lessons plans must include a minimum of one CLI activity a week.	Year-round	In Progress
School-wide participation in Fuel Up 60, Marathon Kids, Jogging Club, Zumba and other school-wide activities for students and staff.	Kelli Wiley Classroom Teachers	Flyers, logs, t-shirts, bus	Logs, daily walking and running, runner's club	Year-round	In Progress
Campus-wide action steps implementing healthy snack birthday treats and non-food items from families.	Joan Bertino Classroom Teachers	Signage for no-fatty foods and iced cupcakes. Handbooks, home/school communication	Reduction in unhealthy birthday items at school.	Year-round	In Progress

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review and Refine Williams Campus Security Plan	Joan Bertino Erica Ramirez Welolette Duffin	Campus crisis/emergency plan	Review Practice Refine (work with AISD Safety)	Throughout the year	In progress
No Place for Hate	Lisa Schmitz Joan Bertino Erica Ramirez	No place for hate website PD for staff Assembly	School Calendar Pre and Post Student and Staff Climate Surveys	Fall Spring	In progress

Table #DR-1

**Objective: Students and staff will achieve health and fitness through, as appropriate: implementation of the Coordinated School Health Program (K-8); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-12.**

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
	Campus staff		Reduction in Bullying Incidents		
PBS/SEL	Lisa Schmitz Erica Ramirez Campus staff	PD staff to include peace path and PBS guidelines	School Calendar Track deed referrals	Fall Spring	In progress
Welcoming Schools	Joan Bertino Lisa Schmitz Tarrah Thompson(CST coordinator) Campus staff	Survey for staff PD for staff(6 hours) PD for parents	School Calendar Track deed referrals Parent panel feedback-pre and post surveys	May 2015	In progress

Table #DR-3

**Objective: Parental involvement will be encouraged.**

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

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Wizard Academy – Parents attend 3 wizard academy meeting per school year, sign planner on daily basis, ensure students arrive on time, attend conferences, participate in 2 volunteer activities per year	Lisa Schmitz	Parent agreement Incentives (field trips, celebrations, rewards, family activities)	Daily planner Sign-in sheets Communication logs Attendance	Fall Spring	Starting
Community garden-Utilize teaching opportunities for science and health. Promote community activism. Continue Green Classroom, Year 2.	Joan Bertino Christina Pena	Various communications Gardening supplies	Campus garden Grants Received from our Green Focus	Monthly work days Students participate weekly	In progress
Promote PTA awareness and participation. Encourage all staff and parents to join.	Joan Bertino Erica Ramirez	Community stakeholders	Sign-in sheets for various activities	Fall Spring	In progress
Increase communication between parents and campus. Utilize new website, newsletters, and parent informational and training sessions.	Campus staff Administration PSS-S. Reynolds	Phone logs Newsletters Computer lab time for parents	BOY survey EOY survey	Fall Spring	In progress
Parent Support Specialist creates connections with school and home by development and participation in multiple activities with a focus on literacy.	Campus staff Administration PSS-S. Reynolds	Planning and Prep for: PK and K round up Literacy Classes Health Fair	Effective transitions Parent participation Rosters EOY surveys	On-going all year	In progress

Table #DR-4

**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	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
AVID-Summer Institute 2014. Adding, special ed. teacher, second, new fourth grade teacher and fifth grade teacher. Apply strategies in school-wide work.	Joan Bertino All Teachers	AVID resources	Successful implementation of AVID strategies. Active Site Team and Accountability.	Summer	Completed
Creative Learning Initiative. Implement student-engaging strategies to promote student accountability in their thinking and participation in the content areas.	Campus staff	CLI coach, CLI materials, CLI PD	Higher Attendance, More Involvement in After School Programs. Improved STAAR Scores	Fall 2014 Spring 2015	Completed Planned for Spring
Math Book Study-Reflective approach to new strategies to address dual-coded problems and higher order thinking.	All teachers teaching mathematics for the 2014-15 school year	Books- <u>High-Yield Routines</u> and <u>Small Steps, Big Changes</u>	Improvement on TEMI and STAAR Scores	May 2015	Starting
Drama Based Book Study. To include language arts and the fine arts in the growth of student thinking.	All teachers teaching language arts and special areas for the 2014-15 school year	TBD	Higher Attendance, More Involvement in After School Programs. Improved STAAR Scores	May 2015	Not started

## Special Education Service

Table #DR-5

**Objective: Reduce special education identification rate.** (Please note that Williams has 6 programs and students are placed here from other schools, not just from Area I or the Crockett Vertical Team).

**Condition: If rate > 8.5%**

Source: SPED C-IEP (A)

Does Campus Performance Require Inclusion of This Objective (Yes or No): NO

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Review students currently in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	1, 2, 7, 8, 9,	Joan Bertino Erica Ramirez Welozette Duffin Lisa Schmitz Staff	CST data SPED data Flow chart for interventions	CST data	Fall Spring	In progress
b. Analyze data to determine specific areas of need for each individual student.	1,2	Joan Bertino Erica Ramirez Welozette Duffin Lisa Schmitz Staff	eCST Progress monitoring Schoolnet Aimsweb	Progress monitoring reports	Fall Spring	In progress
c. Collaborate with Child Study	4	Joan Bertino	Develop a toolbox of research-	Progress monitoring reports	Fall	In progress

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Table #DR-5						
<b>Objective: Reduce special education identification rate.</b> (Please note that Williams has 6 programs and students are placed here from other schools, not just from Area I or the Crockett Vertical Team).						
Condition: If rate > 8.5%					Source: SPED C-IEP (A)	
Does Campus Performance Require Inclusion of This Objective (Yes or No): NO						
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
Vertical Team facilitator to train staff in Tier I, II, and III.		Erica Ramirez Welozette Duffin Lisa Schmitz Staff	based interventions.		Spring	
d. Ensure all staff members participate in professional development in Tier I, II, and III interventions	4	Joan Bertino Erica Ramirez Welozette Duffin Lisa Schmitz Staff	PD rosters Time allotted for PD	Sign in sheets Implementation of interventions	Fall Spring	In progress
e. Monitor use of interventions to better meet the need of individual students.	4,7	Joan Bertino Erica Ramirez Welozette Duffin Lisa Schmitz	Using eCST SPED data Aimsweb Schoolnet	Progress monitoring reports	Fall Spring	In progress

### 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 <sup>th</sup> 6 weeks	
Campus rate: 42.1%		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 student and campus data provided by SPED department on LRE for targeting reviews of individual placement decisions and staffing decisions.	1, 2, 9	Joan Bertino Erica Ramirez SPED teachers	Power of Two or other co-teaching training Special Ed. teachers plan with general ed. teachers	Effective co-teaching in all inclusion classrooms and effective learning	Fall Spring	In progress
Daily implementation and established supports based on individual student	3	Special education teachers Classroom Teachers	Tier 2 & 3 research based interventions	Gen ed. Classroom time increases.	Fall Spring	In progress

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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<sup>th</sup> 6 weeks

Campus rate: 42.1%

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
needs.				Mastery of SE and student products, SCA, MOY STAAR results		
Increased use of differentiation instruction in the general education classrooms.	3	Joan Bertino Erica Ramirez Gen. Ed. Teachers SPED teachers	Provide inclusion training Differentiation training Learning style training Team planning	Continual IEP reviews Weekly planning sessions	Fall Spring	In progress

### 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: 10%

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
Effective Implementation of ELPS and content area TEKS in all grade levels.	3,4	Joan Bertino, Erica Ramirez, Welozette Duffin All dual language and ESL teachers, All Williams Teachers	Review PD on the ELPS. How to plan with ELPS document.  Dual Language Training PD individualized for DL teachers needs.	Use prior springs TELPAS proficiency level ratings as starting places to guide ELPS linguistically accommodation instruction  Use ELPS SE and PLDs to monitor progress and adjust linguistic accommodations	Fall-Spring: Review during monthly LPAC	In progress

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: 10%

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
				Review and adjust linguistic accommodations used in instruction		

**APPENDIX A-1**  
**Use of State Compensatory Education Funds for Improved Student Achievement**

Programs and services currently being implemented on this campus that are partially or fully supported through State Compensatory Education (SCE) or grant funding include the following:

<b>Programs/Services</b>	<b>Describe how the campus is meeting needs of at-risk students with SCE resources:</b>
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	Currently monitoring the success of small groups and intervention during the day. If funds available, after school and Saturday intervention will begin in January providing additional tutoring to students identified as at risk of not meeting academic achievement goals.
General Supplies for at-risk students:	Purchased new Math TEKS related material to update the rigor and focus of the new Math TEKS. Supports academic instruction to students identified as at risk of not meeting state standard in math.
Transition Services (from middle school to high school or from elementary school to middle school):	Counselor and Parent Support Specialist participate in the transition fair for the Crockett Vertical Team. We also have on-campus workshops to support transition. STAAR and AVID success workshop scheduled for January 2015. Services prioritize students identified as at risk academically and their families.
Reading specialists (to include literacy coaches):	Intervention teachers are using push in model with the fourth and fifth grade classes, targeting students who did not pass STAAR in third and fourth grade, 2013-2014 school year and those who need extra support. The part-time specialist also focuses on the students with dyslexia.
Math specialist (FTE for math interventions):	Math intervention teacher is working with all students who did not pass STAAR in third and fourth grade, 2013-2014 school year. Utilizing the push in model to team with the teachers and support all students.
Elementary Counselors:	Created and implemented Wizard Academy to promote parental involvement in academics. All students and parents, but one, who followed through with the expected criteria passed STAAR last year.
Parent Support Specialist (or other parent involvement expenses):	Provides workshops and informational meetings to support parents so they can support their children in academics. Planned workshops: Elementary AVID, Math Support, Actions to Support Student Success. She is also facilitating an extended day pilot in collaboration with the Prime Time after school program. Supports for economically disadvantaged and/or academically at risk students, their families, surrounding community.

## 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
✓	All staff meets HQ standards. One new hire is working on ESL certification

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

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

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

**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:

<b>Components</b>		<b>Objective Table #(s)</b>
<b>Component #</b>	<b>Component</b>	
1	Comprehensive needs assessment	#DR-5, #DR-10 (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-CI-5,#DR-5, #DR-10
3	Instruction by highly qualified staff	DR#-1, #DR-2
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	CI1-4,#DR-2, #DR-4
5	Strategies to attract highly qualified teachers to high-need schools	#A-2
6	Strategies to increase parental involvement	#DR-3
7	Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	#DR-5, CI1,2,-5,
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	#DR-5, # CI-1, #CI-2
9	Coordination and integration of federal, state, and local services and programs	#DR-5, # A-1, # DR-10, #DR-12
10	Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	#A-1,#CI-4,#CI-5, T-2
11	<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	#DR-3, #A-1

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<b><i>Personnel</i></b>				
Literacy Specialist .35	Supports Struggling Readers	Identify students and provide intense Tier 2 intervention	\$18,730.	Improvement in STAAR scores in all content areas and early literacy achievement.
Literacy Coach .35	Supports Teachers	Coaches teachers to meet students’ academic needs	\$18,730.	Improvement in implementation of SE mastery. Early literacy continual achievement.
Parent Support Specialist .50	Supports Parents and Promotes Connection with Teachers and Staff	Attendance, conference participation, event participation, parent needs assessment	\$17,811.	Improvement in parent participation and indirect impact on student achievement.
<b><i>Instructional Supplies, Materials, and Equipment</i></b>				
Software	Reading, Math, and Science	Students have supplemental support in content areas	\$3,000.	Improve student achievement in reading, math and science.
General Supplies	Materials and Incentives for Students	Motivational Support and Programs	\$3,000.	Motivation and support learning
Instructional Materials	STAAR: New Math TEKS	Students have supplemental support in content areas	\$1,600.	Improve student achievement in reading, math and science.
<b><i>Professional Development/Staff Training</i></b>				
Ext Duty - Teachers Tutoring	Small group instruction	Supports struggling learners in all content areas	\$10,000.00	Improvement in implementation of SE mastery.
Ext Duty - Teachers Training	Focused, effective tasks in the core lessons and vertical implementation strategies	In school planning and PD; Tier 2 support	1,490.00	Improvement in implementation of SE mastery.
Substitutes Teacher Planning	Focused, effective tasks in the core lessons and vertical implementation strategies	In school planning and PD; Tier 2 support	\$94,135.00	Improvement in implementation of SE mastery.
<b><i>Community Services (Function 61)</i></b>				
General Supplies	Booklets, DVDs	Parent Training component	\$633.00	Increase in parental involvement and participation
Refreshments	Snacks	Parent Training component	\$376.00	Increase in parental involvement and participation
ACE reading program	Primary Reading Intervention	Students K-2 not on reading level	\$10,000.00	Growth in data assessment in program K, 1, 2
<b><i>TOTAL (Must Match BTO Total)</i></b>			<b>\$94,135.00</b>	

Campus Scorecard 2014-15  
166 - Williams Elementary



The following indicators are included in the campus scorecard:

	Elementary	Middle School	High School
STAAR / STAAR EOC by Subject - Level II Final <sup>a,b</sup>	●	●	●
STAAR / STAAR EOC by Subject - Level III <sup>a,b</sup>	●	●	●
STAAR / STAAR EOC Student Progress in Reading, Mathematics and Algebra I <sup>a,c</sup>	●	●	●
Attendance	●	●	●
Discipline	●	●	●
TELPAS	●	●	●
Student Fitness	●	●	●
Primary Reading Assessment	●		
Recommended High School Program and Distinguished Achievement Program Participation			●
Graduation Rate (with exclusions)			●
Annual Dropout Rate 9-12 (with exclusions)			●
SAT/ACT Exam Participation and Performance			●
Advanced Placement/International Baccalaureate Exam Participation and Performance			●
Advanced Course/Dual Enrollment			●
College-Ready Graduates ELA and Math <sup>d</sup>			●

<sup>a</sup> STAAR and STAAR EOC calculations are based on the estimated accountability subset and include retesters. The accountability subset does not include students in their first year in U.S. schools or asylees/refugees in years 1-5 in U.S. schools.

<sup>b</sup> Level II - Final Improvement Goals for STAAR and STAAR EOC are pre-populated at the district growth rates of a 15% reduction in non-proficient students as approved on December 16, 2013 by the Austin ISD Board of Trustees. Level III Improvement Goals for STAAR and STAAR EOC are pre-populated with growth rates of a 5% reduction in students not meeting Level III. Rates may be set higher by campuses.

<sup>c</sup> Student Progress in Reading, Mathematics and Algebra I measures student growth from one year to the next provided the student has tested in successive grade levels in both years, with the same version of the test. Students who move from English to Spanish and Spanish to English will receive a progress measure in Mathematics only.

<sup>d</sup> For this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test in ELA and Mathematics.

All Improvement Goals set by campuses must be approved by the Associate Superintendent for the campus.

**STAAR Reading - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	31%	35%	39%	48%
Afr Amer	17%	5%	*	31%
Hispanic	30%	31%	32%	42%
White	36%	52%	62%	68%
Asian	*	67%	89%	91%
Two+	57%	75%	86%	88%
SpEd	18%	42%	53%	60%
ECD	27%	32%	36%	46%
ELL	21%	37%	23%	34%

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

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

- Denominator is 0

**STAAR Mathematics - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	30%	29%	33%	44%
Afr Amer	13%	11%	*	31%
Hispanic	29%	25%	27%	38%
White	44%	45%	47%	55%
Asian	*	50%	>99%	100%
Two+	29%	50%	*	64%
SpEd	24%	29%	38%	47%
ECD	27%	26%	29%	40%
ELL	28%	23%	23%	34%

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

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

- Denominator is 0

**STAAR Writing - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	40%	36%	40%	49%
Afr Amer	29%	*	*	29%
Hispanic	36%	30%	33%	43%
White	80%	50%	*	58%
Asian	*	*	83%	86%
Two+	*	*	*	100%
SpEd	50%	35%	46%	54%
ECD	34%	31%	34%	44%
ELL	14%	47%	*	27%

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

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

- Denominator is 0

**STAAR Science - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	25%	26%	37%	46%
Afr Amer	9%	11%	*	36%
Hispanic	22%	23%	31%	42%
White	33%	56%	62%	67%
Asian	*	*	*	100%
Two+	*	*	*	15%
SpEd	9%	33%	29%	39%
ECD	19%	21%	31%	41%
ELL	*	*	*	32%

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

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

- Denominator is 0

**STAAR Reading - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	14%	18%	11%	16%
Afr Amer	4%	<1%	*	5%
Hispanic	11%	16%	9%	13%
White	24%	27%	22%	26%
Asian	*	50%	*	26%
Two+	57%	25%	*	46%
SpEd	3%	15%	11%	16%
ECD	11%	18%	8%	12%
ELL	10%	23%	*	9%

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

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

- Denominator is 0

**STAAR Mathematics - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	16%	14%	12%	17%
Afr Amer	<1%	<1%	*	11%
Hispanic	16%	12%	11%	15%
White	20%	24%	*	17%
Asian	*	33%	*	47%
Two+	29%	25%	*	32%
SpEd	11%	15%	*	11%
ECD	13%	11%	8%	13%
ELL	14%	10%	*	14%

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

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

- Denominator is 0

**STAAR Writing - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	8%	7%	*	9%
Afr Amer	<1%	*	*	5%
Hispanic	6%	6%	*	8%
White	20%	14%	*	20%
Asian	*	*	*	21%
Two+	*	*	*	68%
SpEd	14%	10%	*	14%
ECD	6%	5%	*	8%
ELL	<1%	6%	*	8%

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

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

- Denominator is 0

**STAAR Science - Level III**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	7%	7%	11%	15%
Afr Amer	<1%	<1%	*	29%
Hispanic	5%	5%	8%	13%
White	11%	22%	*	24%
Asian	*	*	*	37%
Two+	*	*	*	5%
SpEd	<1%	20%	*	20%
ECD	3%	6%	8%	13%
ELL	*	*	*	14%

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

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

- Denominator is 0

### STAAR Reading - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	57%	60%	65%
Afr Amer	56%	80%	85%
Hispanic	52%	59%	65%
White	75%	58%	80%
Amer Ind	-	-	0%
Asian	*	*	65%
Two+	*	*	65%
SpEd	*	66%	70%
ELL	>99%	42%	60%

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	62%	68%	72%
Afr Amer	67%	70%	72%
Hispanic	59%	66%	72%
White	77%	65%	72%
Amer Ind	-	-	0%
Asian	*	>99%	100%
Two+	*	*	72%
SpEd	70%	71%	72%
ELL	*	54%	72%

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

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

- Denominator is 0

### STAAR Reading - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	16%	15%	25%
Afr Amer	<1%	*	25%
Hispanic	12%	11%	25%
White	42%	*	25%
Amer Ind	-	-	0%
Asian	*	*	45%
Two+	*	*	35%
SpEd	*	21%	25%
ELL	20%	*	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	21%	22%	24%
Afr Amer	11%	*	35%
Hispanic	20%	21%	25%
White	23%	*	25%
Amer Ind	-	-	0%
Asian	*	*	32%
Two+	*	*	35%
SpEd	10%	16%	25%
ELL	*	*	15%

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	86%	94%	90%	94%
Kinder DRA Spanish	89%	89%	92%	94%
1st DRA English	62%	71%	66%	75%
1st DRA Spanish	*	94%	77%	85%
2nd DRA English	65%	67%	66%	75%
2nd DRA Spanish	62%	89%	83%	90%

Data Source: AIMS, EOY Assessment

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

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

- Denominator is 0

### Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	96.1%	96.3%	95.6%	96.0%	97.0%
Afr Amer	94.8%	96.0%	94.9%	96.3%	97.0%
Hispanic	96.2%	96.3%	95.7%	96.0%	97.0%
White	95.6%	95.4%	95.0%	95.4%	97.0%
Amer Ind	*	*	<1%	<1%	0.0%
Asian	98.3%	98.1%	98.1%	99.0%	100.0%
Two+	97.0%	97.3%	96.2%	95.8%	97.0%
ECD	95.8%	96.0%	95.6%	95.8%	97.0%

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

\* Denominator is less than 900(excluding 0)

- Denominator is 0



## Discipline Targets

### Campus Discretionary Removals

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

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

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

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

- Denominator is 0

### Campus Suspensions to Home

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	9	1.28%	*	*	*	*	0.25%
Afr Amer	*	*	*	*	*	*	1.50%
Hispanic	7	1.31%	*	*	*	*	0.25%
White	*	*	*	*	*	*	0.15%
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	6	<1%	*	*	*	*	0.10%
Afr Amer	*	*	*	*	*	*	1.00%
Hispanic	*	*	*	*	*	*	0.30%
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	586	552
Afr Amer	40	35
Hispanic	433	396
White	84	70
Amer Ind	0	-
Asian	12	13
Two+	16	37

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	67	6	9%	53	*	*	3%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	65	6	9%	51	*	*	3%
White	-	-	-	36	*	*	4%
SpEd	5	*	*	5	*	*	0%
ECD	61	5	8%	48	*	*	2%

Data Source: Contractor's Electronic Files

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

- Denominator is 0

### Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	10	6	60%	9	6	67%	5	*	*	*	*	*	6	*	*	*	*	*
F	Hispanic	93	53	57%	44	32	73%	88	39	44%	49	33	67%	75	46	61%	48	35	73%
F	White	15	10	67%	8	6	75%	19	14	74%	8	*	*	18	12	67%	11	9	82%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		118	69	58%	61	44	72%	112	54	48%	59	38	64%	99	62	63%	62	46	74%
M	Afr Amer	13	10	77%	9	9	>99%	12	7	58%	7	7	>99%	7	5	71%	*	*	*
M	Hispanic	88	39	44%	52	42	81%	78	37	47%	45	34	76%	77	42	55%	47	37	79%
M	White	11	7	64%	6	6	>99%	12	9	75%	7	6	86%	13	9	69%	6	5	83%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		112	56	50%	67	57	85%	102	53	52%	59	47	80%	97	56	58%	56	44	79%
Total		230	125	54%	128	101	79%	214	107	50%	118	85	72%	196	118	60%	118	90	76%

Data Source: AISD Fitnessgram

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

- Denominator is 0

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

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6117-90-166-5-24-0-00	Career Ladder - CP-PreK-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-NI-166-5-24-0-00	Extra Duty - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R0-166-5-24-0-00	Extra Duty - CP-Summer Init-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-166-5-24-0-00	Extra Duty - CP-SSIG-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-166-5-24-0-00	Extra Duty - CP-AYP-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-166-5-30-0-00	Extra Duty - CP-AFL-Williams	8,333.00	0.00	0.00	8,333.00	100.00 %
199-11-6119-90-166-5-24-0-00	Professional Salary - CP-PreK-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-CP-166-5-24-0-00	Professional Salary - CP-Campus Cost-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-NI-166-5-24-0-00	Professional Salary - CP-Support NI-AU-Williams	44,355.00	0.00	5,476.30	38,878.70	87.65 %
199-11-6119-RR-166-5-24-0-00	Professional Salary - CP-Read Literacy-Williams	44,748.00	0.00	5,025.22	39,722.78	88.76 %
199-11-6119-B1-166-5-30-0-00	Professional Salary - CP-AFL-Williams	0.00	0.00	935.77	-935.77	0.00 %
199-11-6121-NI-166-5-24-0-00	Overtime - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R4-166-5-24-0-00	Overtime - CP-Risk Stud Sup-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-B1-166-5-30-0-00	Overtime - CP-AFL-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-NI-166-5-24-0-00	Part-Time Hourly - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-166-5-24-0-00	Part-Time Hourly - CP-SSIG-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-B1-166-5-30-0-00	Part-Time Hourly - CP-AFL-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-166-5-24-0-00	Support Personnel Salary - CP-Risk Stud Sup-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-166-5-24-0-00	FICA - CP-PreK-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-CP-166-5-24-0-00	FICA - CP-Campus Cost-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-NI-166-5-24-0-00	FICA - CP-Support NI-AU-Williams	3,393.00	0.00	287.23	3,105.77	91.53 %
199-11-6141-R0-166-5-24-0-00	FICA - CP-Summer Init-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-166-5-24-0-00	FICA - CP-Risk Stud Sup-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-166-5-24-0-00	FICA - CP-SSIG-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-166-5-24-0-00	FICA - CP-AYP-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-166-5-24-0-00	FICA - CP-Read Literacy-Williams	3,423.00	0.00	281.38	3,141.62	91.77 %
199-11-6141-B1-166-5-30-0-00	FICA - CP-AFL-Williams	638.00	0.00	52.35	585.65	91.79 %
199-11-6142-90-166-5-24-0-00	Health/Life Ins - CP-PreK-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-CP-166-5-24-0-00	Health/Life Ins - CP-Campus Cost-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-NI-166-5-24-0-00	Health/Life Ins - CP-Support NI-AU-Williams	5,503.00	0.00	454.90	5,048.10	91.73 %
199-11-6142-R0-166-5-24-0-00	Health/Life Ins - CP-Summer Init-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-166-5-24-0-00	Health/Life Ins - CP-Risk Stud Sup-Williams	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.
199-11-6142-R5-166-5-24-0-00	Health/Life Ins - CP-SSIG-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-166-5-24-0-00	Health/Life Ins - CP-Read Literacy-Williams	5,040.00	0.00	416.75	4,623.25	91.73 %
199-11-6142-B1-166-5-30-0-00	Health/Life Ins - CP-AFL-Williams	991.00	0.00	125.03	865.97	87.38 %
199-11-6143-90-166-5-24-0-00	Wk's Comp - CP-PreK-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-CP-166-5-24-0-00	Wk's Comp - CP-Campus Cost-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-NI-166-5-24-0-00	Wk's Comp - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-166-5-24-0-00	Wk's Comp - CP-Risk Stud Sup-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-166-5-24-0-00	Wk's Comp - CP-SSIG-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-166-5-24-0-00	Wk's Comp - CP-AYP-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-166-5-24-0-00	Wk's Comp - CP-Read Literacy-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-166-5-30-0-00	Wk's Comp - CP-AFL-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-90-166-5-24-0-00	Teacher Retirement - CP-PreK-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-CP-166-5-24-0-00	Teacher Retirement - CP-Campus Cost-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-NI-166-5-24-0-00	Teacher Retirement - CP-Support NI-AU-Williams	244.00	0.00	22.35	221.65	90.84 %
199-11-6146-R0-166-5-24-0-00	Teacher Retirement - CP-Summer Init-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-166-5-24-0-00	Teacher Retirement - CP-Risk Stud Sup-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-166-5-24-0-00	Teacher Retirement - CP-SSIG-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-166-5-24-0-00	Teacher Retirement - CP-AYP-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-166-5-24-0-00	Teacher Retirement - CP-Read Literacy-Williams	963.00	0.00	47.04	915.96	95.11 %
199-11-6146-B1-166-5-30-0-00	Teacher Retirement - CP-AFL-Williams	46.00	0.00	3.82	42.18	91.69 %
<b>Total 6100 Payroll Costs</b>		<b>117,677.00</b>	<b>0.00</b>	<b>13,128.14</b>	<b>104,548.86</b>	
199-11-6329-CP-166-5-24-0-00	Reading Materials - CP-Campus Cost-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-NI-166-5-24-0-00	Reading Materials - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-R5-166-5-24-0-00	Reading Materials - CP-SSIG-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-B1-166-5-30-0-00	Reading Materials - CP-AFL-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-166-5-24-0-00	General Supplies - CP-Campus Cost-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-NI-166-5-24-0-00	General Supplies - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-B1-166-5-30-0-00	General Supplies - CP-AFL-Williams	813.00	0.00	0.00	813.00	100.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<b>813.00</b>	<b>0.00</b>	<b>0.00</b>	<b>813.00</b>	
199-11-6497-NI-166-5-24-0-00	Food/Refreshment - CP-Support NI-AU-Williams	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.
199-11-6497-B1-166-5-30-0-00	Food/Refreshment - CP-AFL-Williams	0.00	0.00	0.00	0.00	0.00 %
199-11-6499-NI-166-5-24-0-00	Misc Operating Expenses - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		0.00	0.00	0.00	0.00	
<b>11 Total</b>		118,490.00	0.00	13,128.14	105,361.86	
199-13-6118-NI-166-5-24-0-00	Extra Duty - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-R0-166-5-24-0-00	Extra Duty - CP-Summer Init-Williams EL	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-NI-166-5-24-0-00	Professional Salary - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-NI-166-5-24-0-00	FICA - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-NI-166-5-24-0-00	Health/Life Ins - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-NI-166-5-24-0-00	Wk's Comp - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-NI-166-5-24-0-00	Teacher Retirement - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
199-13-6298-R6-166-5-24-0-00	Misc Contracted Services - CP-Tech Supp-Williams	1,693.00	1,692.31	0.00	0.69	0.04 %
<b>Total 6200 Purchase &amp; Contracted Services</b>		1,693.00	1,692.31	0.00	0.69	
<b>13 Total</b>		1,693.00	1,692.31	0.00	0.69	
199-23-6118-R0-166-5-24-0-00	Extra Duty - CP-Summer Init-Williams	0.00	0.00	0.00	0.00	0.00 %
199-23-6119-87-166-5-24-0-00	Professional Salary - CP-Math/Read Init-Williams	57,672.00	0.00	0.00	57,672.00	100.00 %
199-23-6119-MI-166-5-24-0-00	Professional Salary - CP-Vert Team Supt-Williams	0.00	0.00	5,936.81	-5,936.81	0.00 %
199-23-6139-MI-166-5-24-0-00	Employee Allowance - CP-Vert Team Supt-Williams	0.00	0.00	38.00	-38.00	0.00 %
199-23-6141-87-166-5-24-0-00	FICA - CP-Math/Read Init-Williams	4,412.00	0.00	0.00	4,412.00	100.00 %
199-23-6141-MI-166-5-24-0-00	FICA - CP-Vert Team Supt-Williams	0.00	0.00	351.25	-351.25	0.00 %
199-23-6141-R0-166-5-24-0-00	FICA - CP-Summer Init-Williams	0.00	0.00	0.00	0.00	0.00 %
199-23-6142-87-166-5-24-0-00	Health/Life Ins - CP-Math/Read Init-Williams	5,459.00	0.00	0.00	5,459.00	100.00 %
199-23-6142-MI-166-5-24-0-00	Health/Life Ins - CP-Vert Team Supt-Williams	0.00	0.00	454.90	-454.90	0.00 %
199-23-6142-R0-166-5-24-0-00	Health/Life Ins - CP-Summer Init-Williams	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-MI-166-5-24-0-00	Wk's Comp - CP-Vert Team Supt-Williams	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-87-166-5-24-0-00	Teacher Retirement - CP-Math/Read Init-Williams	317.00	0.00	0.00	317.00	100.00 %

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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.
199-23-6146-MI-166-5-24-0-00	Teacher Retirement - CP-Vert Team Supt-Williams	0.00	0.00	63.11	-63.11	0.00 %
199-23-6146-R0-166-5-24-0-00	Teacher Retirement - CP-Summer Init-Williams	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<u>67,860.00</u>	<u>0.00</u>	<u>6,844.07</u>	<u>61,015.93</u>	
199-23-6396-R6-166-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-23-6497-NI-166-5-24-0-00	Food/Refreshment - CP-Support NI-AU-Williams	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<b>23 Total</b>		<u>67,860.00</u>	<u>0.00</u>	<u>6,844.07</u>	<u>61,015.93</u>	
199-31-6118-00-166-5-24-0-00	Extra Duty - CP-Williams	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-166-5-24-0-00	Professional Salary - CP-Williams	49,968.00	0.00	5,611.43	44,356.57	88.76 %
199-31-6141-00-166-5-24-0-00	FICA - CP-Williams	4,155.00	0.00	318.55	3,836.45	92.33 %
199-31-6142-00-166-5-24-0-00	Health/Life Ins - CP-Williams	62.00	0.00	1.00	61.00	98.38 %
199-31-6143-00-166-5-24-0-00	Wk's Comp - CP-Williams	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-166-5-24-0-00	Teacher Retirement - CP-Williams	436.00	0.00	34.85	401.15	92.00 %
<b>Total 6100 Payroll Costs</b>		<u>54,621.00</u>	<u>0.00</u>	<u>5,965.83</u>	<u>48,655.17</u>	
199-31-6329-CP-166-5-24-0-00	Reading Materials - CP-Campus Cost-Williams	150.00	0.00	0.00	150.00	100.00 %
199-31-6399-CP-166-5-24-0-00	General Supplies - CP-Campus Cost-Williams	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<u>150.00</u>	<u>0.00</u>	<u>0.00</u>	<u>150.00</u>	
199-31-6411-CP-166-5-24-0-00	Employee Travel - CP-Campus Cost-Williams	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<b>31 Total</b>		<u>54,771.00</u>	<u>0.00</u>	<u>5,965.83</u>	<u>48,805.17</u>	
199-61-6121-B1-166-5-30-0-00	Overtime - CP-AFL-Williams	0.00	0.00	2.94	-2.94	0.00 %
199-61-6129-B1-166-5-30-0-00	Support Personnel Salary - CP-AFL-Williams	16,000.00	0.00	1,377.82	14,622.18	91.38 %

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

As of 09/01/2014

**Fund 199 General Fund**

<b>Fnd-Fnc-Obj-Sub-Org-Yr-Prog</b>	<b>Description</b>	<b>Appropriation</b>	<b>Encumbrance</b>	<b>Expenditure</b>	<b>Balance</b>	<b>Pct. Rem.</b>
199-61-6139-B1-166-5-30-0-00	Employee Allowance - CP-AFL-Williams	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-166-5-30-0-00	FICA - CP-AFL-Williams	1,224.00	0.00	82.60	1,141.40	93.25 %
199-61-6142-B1-166-5-30-0-00	Health/Life Ins - CP-AFL-Williams	2,734.00	0.00	208.38	2,525.62	92.37 %
199-61-6143-B1-166-5-30-0-00	Wk's Comp - CP-AFL-Williams	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-166-5-30-0-00	Teacher Retirement - CP-AFL-Williams	70.00	0.00	6.02	63.98	91.40 %
<b>Total 6100 Payroll Costs</b>		<u>20,028.00</u>	<u>0.00</u>	<u>1,677.76</u>	<u>18,350.24</u>	
<b>61 Total</b>		<u>20,028.00</u>	<u>0.00</u>	<u>1,677.76</u>	<u>18,350.24</u>	
<b>Total Fund 199 General Fund</b>		<u>262,842.00</u>	<u>1,692.31</u>	<u>27,615.80</u>	<u>233,533.89</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	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		262,842.00	1,692.31	27,615.80	233,533.89	

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