

**Palm Elementary School**  
**2014-2015**  
**Campus Improvement Plan**  
**Austin Independent School District**



## CIP CHECKLIST AND CONFIRMATION

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

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

Approximate hours spent on CIP development	<b>Hours</b>
• By CAC and/or CAC subcommittees	3
• By campus administration and/or leadership team	10

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

<b>Position</b>	<b>Name</b>	<b>Date</b>
Principal	Rhoda Coleman	9-30-2014
Co-Chair	Lydia Perez	9-30-2014
Co-Chair	Aurelia Pena	9-30-2014



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

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

### ***Mission***

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

### ***Vision***

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

### ***Values***

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

### ***Goals***

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

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

Non-Voting Members	Name
Principal	<b>Rhoda Coleman</b>
Counselor	<b>Rosa Rocha</b>

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 <sup>nd</sup> Tues):	4 <sup>th</sup> Mondays
Time: 4:30 pm	

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Aurelia Pena	✓		✓			
Parent	Margo Robredo						
Parent	Sonia Castillo						
Parent	Ernesto DeJesus						
Parent	Pete Guerra						
Parent	Debra Talamantes						
Parent	Lindsey Mullins						
Parent	R. Mascorro						
Parent	Tiffani Love						
Professional Staff Member	Nancy Foss				✓		
Professional Staff Member	Rachel Matustik				✓		
Professional Staff Member	Lydia Perez	✓			✓		
Professional Staff Member	Diana Bosquez				✓		
Professional Staff Member	Mary Hicks				✓		
Professional Staff Member	Karen Hunt				✓		
Professional Staff Member	Anne Mason		✓		✓		
Professional Staff Member	Cindy Stanford					✓	
Classified Staff Member	Angelina Huerta						

Student <i>(If Applicable)</i>							
Student <i>(If Applicable)</i>							
Business Representative	Maria Velasquez						
Community Representative	Alma Torres						

## CAMPUS NEEDS ASSESSMENT FOR 2014-2015

### CAMPUS NEEDS ASSESSMENT

**Data reviewed for needs assessment:** (Double-click next to box and select "checked". Check all that apply and add additional in list below.)

#### Performance and Accountability

- Performance on state assessments ☒
- TELPAS results ☒
- Primary Reading Assessment results ☒
- Accountability ratings (including safeguards missed) ☒
- Review of TAPR data ☒
- Special Education indicator reports (C-IEP) ☒
- Other performance related items ☒

#### Demographic Data

- Attendance ☒
- Discipline ☒

#### Surveys

- Teaching, Empowering, Leading and Learning (TELL) results ☒
- Student climate survey ☐
- Parent surveys ☒

**Other data reviewed for needs assessment:** (add bullets as necessary)

- **2013-2014 DRA/TPRI Data (PRA)**
- **2013-2014 District Benchmarks and Assessments**

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

- **Primary Reading**
- **Special Education**
- **Writing**
- **Closing the Achievement gap in academic content areas**
- **Attendance**

## TITLE 1 COMPONENTS

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

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

## CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-1

☐ State: Below safeguard target

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

Applicable Strategic Plan Goal(s): Increase students meeting or exceeding STAAR passing standards, and close academic performance gaps between all student groups

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Develop teachers' understanding of the ELA, Science and Math TEKS sequence to ensure alignment and implementation of rigorous classroom instruction.	7,4,3,1	Principal Assistant Principal Teacher (s) Math Coach Reading Specialist	TEKS AISD Curriculum Road Maps Kilgo Training Monthly Cadre meetings Local BTO	Grade Level teams analyze and implement grade level TEKS. Lesson Plans Classroom observations and walkthroughs PLC Minutes	2014-2015 School year	
Provide Tier I, II, and III interventions for students experiencing academic difficulties- Implement a systematic intervention program that includes during the day and after school tutorials to ensure that struggling students meet the state standards.	1	Principal Assistant Principal Teacher (s) Math Coach Reading Specialist ACE tutors	I-Station Passports/Pasaportes Triumphs Connect Ed-McGraw Hill Temi Elementary District CST Facilitator Common Weekly Assessments	Watch lists that identify students ethnicity, subgroup, prior performance, and interventions Service Tracking and	2014-2015 School year	



## CAMPUS ACTION PLAN FOR 2014-15

### Title 1 Components

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

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

					grouping of students through ECST Monthly PD facilitated by Area 1 CST lead Grade Level Data Meetings Guided Groups in Reading and Math		
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Table #CI-2

☐ State: Below safeguard target

### Performance Objective: Increase student's primary reading proficiency to equal or exceed district levels

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Use the DRA data, Running Records, Dibbles, TPRI/ Tejas Lee, to differentiate instruction during guided reading and intervention planning in primary grades. Create system to monitor students' reading progress and support flexible grouping, including Tier II support for struggling students	1,2,3,4,7	Reading Specialist Principal Assistant Principal Prek – 2 Classroom teachers	Title One Leveled Readers Literacy Library PD in Reading for Primary Teachers	ECST progress monitoring 2. Data folders 3. Guided Reading Observations	2014-2015 School year	

## CAMPUS ACTION PLAN FOR 2014-15

### Title 1 Components

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

<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

using Running Records, data folders, and tutoring opportunities						
Provided a kinder transition workshop for PK and EE parents to prepare parents and students for literacy instruction in kindergarten	6,11	Principal Kinder Teachers Avance Reading Specialist Parent Support Specialist	Title One Local BTO Books Literacy Library	1.Flyers 2. Agenda 3. Sign In	May 2015	
Build Fluency and Comprehension skills	2,3,4,6,7	Primary Teachers Reading Specialist Assistant Principal Principal Daily 5	Palm Grade Level Word Challenge- Sight Word Challenge Spelling Bee with Incentives Implementation of daily guided reading and Daily 5	*Fluency Students reading independently Buddy reading Students using timer Teacher monitoring Running Records *Practice at Home Reading *Comprehension Visualization, Teaching of Vocabulary in context Summarization, Making inferences, Making connections to one's own life and experiences	2014-2015 School year	

## CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-3 ☐ State: Below safeguard target

### Performance Objective: Increase Attendance Rates

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Communicate with parents and students regarding the importance of being present at school and being on time daily	2,6,10	Classroom Teachers Parent Support Specialist Assistant Principal Principal Attendance Clerk	Compulsory Attendance Law Training ECST-service tracking	Phone call to parents/guardians each day that the student is absent Perfect Attendance recognition at awards assemblies Grade Level Attendance Board	2014-2015 School year	
Refer students with 5 or more absences to CST committee	2,6,10	Classroom Teachers Parent Support Specialist Assistant Principal Principal Attendance Clerk	Campus Attendance Plan	CST Service Tracking	2014-2015 School year	

Table #CI-4 ☐ State: Below safeguard target

### Performance Objective: Provide a Continuum of Services for Students Served in the Gifted and Talented Program

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
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## CAMPUS ACTION PLAN FOR 2014-15

### Title 1 Components

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

<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

Communicate with parents and students regarding the GT Nomination Program and criteria for identification	2,6,10	Classroom Teachers Parent Support Specialist Assistant Principal Principal Campus GT Advocate	GT Nomination Forms Flyers	Increased number of students identified in the fall and spring semesters Sign in at Parent Meeting	2014-2015 School year	
Provide a rigorous and challenging curriculum to differentiate services for the students identified as GT	2,6,10	Classroom Teachers Parent Support Specialist Assistant Principal Principal ACE	K-5 Teachers Young Problem Solvers Professional Development and Curriculum  Math Pentathlon Materials	Number of students in GT After School program	2014-2015 School year	
Guidance and counseling strategies to meet the needs of the gifted and talented students	2,8,10	School Counselor	Lunch Bunches	Guidance lessons	2014-2015 School year	

## CAMPUS ACTION PLAN FOR 2014-15

### Title 1 Components

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<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 #CI-5 ☒ State: Below safeguard target

### Performance Objective: Increase Number of 4th Grade Students Meeting the Passing Standard Writing

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Teachers will conduct effective writing conferences daily during writers workshop	2,3,4,7,8	Principal Assistant Principal Teacher (s) Language Arts Cadre	K-5 teachers Principal Assistant Principal Professional Development	Student Work Walk Throughs	2014-2015 School year	
Teachers will use mentor texts to engage students in mini-lessons	2,3,4,7,8	Principal Assistant Principal Teacher (s) Language Arts Cadre	K-5 teachers Principal Assistant Principal Professional Development	Student Work Walk Throughs	2014-2015 School year	
Deliver writing instruction that is vertically aligned through the writing process in grades K-5	2,7, 4,3,1	Principal Assistant Principal Teacher (s) Language Arts Cadre	K-5 Teachers Principal Assistant Principal Professional Development Writing Cadre Look Fors	Writing TEK alignment document Completion of Writing Process as Evidenced through Student Work Effective Writing Conferences	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b> <b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b> <b>2. Student participation in physical activities</b> <b>3. Improvement of Fitnessgram results for all students</b> <b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b>						
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.	1,2,3,4	P.E.Teachers, Assistant Principal, Classroom Teachers	Utilize the developed Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	2014-2015 School year	
The campus will show evidence of an environmental change using Coordinated School Health materials.	1,2,	P.E.Teachers, Assistant Principal, Classroom Teachers	Utilize CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	2014-2015 School year	
Elementary campuses will have two family fitness fun nights annually.	1,2,6	P.E.Teachers, Assistant Principal, Classroom Teachers	Utilize existing events to integrate a health message through a coordinated school	Flyers, email, newsletters, marketing the event to include health, physical activity,	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b> <b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b> <b>2. Student participation in physical activities</b> <b>3. Improvement of Fitnessgram results for all students</b> <b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b>						
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
			wide event.	nutrition, and parent/community involvement.		
85% of students in grades K-5 will pass the identified skill movement, physical activity, health concept, and social development assessments.	1,2,3	P.E.Teachers, Assistant Principal, Principal, Classroom Teachers	Students will complete various assessments during a grading period.	Students' data will be entered in Grade Speed according to grade level and teacher.	2014-2015 School year	
100% of students in grades 3-5 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	1,9	P.E.Teachers, Assistant Principal, Principal, Classroom 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.	2014-2015 School year	
Annually Principals will provide campus staff,	9,10	Include distribution of data on school	Spot checks to see if data were	August 2013-Ongoing	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b> <b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b> <b>2. Student participation in physical activities</b> <b>3. Improvement of Fitnessgram results for all students</b> <b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b>						
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
teachers, and parents the campuses Fitnessgram report/results.		calendar.	received.			
All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	9	Principal Teachers	Teachers may follow the master schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks.  Teachers may use the WOW Integrated Academic activity games	Teachers and students being physically active during the school day.  Identification of WOW lessons used written into teachers' daily lesson plans.	2014-2015 School year	
Campuses will comply	9,10	PE Teacher	Principals will	No compliance issues	2014-2015	



## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b> <ol style="list-style-type: none"> <li><b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b></li> <li><b>2. Student participation in physical activities</b></li> <li><b>3. Improvement of Fitnessgram results for all students</b></li> <li><b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b></li> </ol>						
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
with nutrition policy (CO, Legal) and wellness policy (FAA, Local).		Principal Teachers Parent Specialist	<p>share the nutrition memo (dated August 2009) with staff, teachers, PTA, and parents.</p> <p>Principals will communicate contents of the policy across stakeholders.</p> <p>Principals will identify the three exempted days and email the information to AISD Health Coordinator.</p>	reported from Texas Department of Agriculture, campus staff, parents, or from food services.	School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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3 Instruction by HQ staff	7 Measures to include teachers in decisions	10 Communication with parents regarding student assessment results
4 Ongoing PD	about use of assessment to improve perf.	11 <b>Elementary Schools only:</b> EC/PK/EL transition programs

Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b>						
<b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b> <b>2. Student participation in physical activities</b> <b>3. Improvement of Fitnessgram results for all students</b> <b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b>						
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
			Teachers will use alternative rewards instead of food.			

Table #DR-2

<b>Performance Objective: Effective violence prevention and intervention measures will be in place.</b>						
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
SEL focus will be on providing professional development, data collection, and implementing Second Steps curriculum	2,4,	SEL committee  Classroom Teachers  Counselors    SEL committee	Funding for SEL trainings Inventory/Second Step kits   Counselor to Increase classroom lesson integration of SEL skills and	- 100% of teachers will have Second Step kits  - 90% of teachers will participate in SEL trainings for 9 weeks lessons	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #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
Decrease office referrals, in particular aggression toward others		Classroom Teachers Administrators	identified anti-bullying lessons Teachers to Identify students needing additional SEL support and creating individualized plans	<ul style="list-style-type: none"> <li>- Decrease office referrals</li> <li>- Increase of SEL activities across campus</li> </ul>		
Use the CST system with fidelity to identify supports for struggling students and resources for teachers	2,4	SEL committee Classroom Teachers Counselor Administrators	Training on CST system Principal will Coordinate with CST staff assigned to campus to decrease lag time for referrals Time for teachers to work with counselor to identify "tip of the iceberg" students who need	<ul style="list-style-type: none"> <li>- eCST agendas</li> <li>- eCST progress monitoring</li> <li>- % increase of students supported by counselor</li> </ul>	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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4 Ongoing PD		11 <b>Elementary Schools only:</b> 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
			intensive support			
Continue to support Leadership Opportunities for students across grade levels and for the campus	2,4	Morning Assemblies SEL committee Classroom Teachers Counselor Administrators	Safety Patrol Sponsor Student Council Sponsor Time for sponsors to plan leadership activities Time for SEL committee to plan and implement leadership activities during morning assemblies	Robust safety patrol and student council. Agendas and Sign in sheets for safety patrol and student council meetings. Students actively participate and engage in morning assembly leadership activities including leading pledges, SEL skits, etc...	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 <b>Elementary Schools only:</b> 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
Broaden opportunities for parents, community members, and partner volunteers to give input and to collaborate with teachers and staff to provide students with safe and meaningful activities at school and home.	6,10	Principal Asst Principal Prek – 5 <sup>th</sup> grade teachers Special education Teachers CAC co-chairs Parent Specialist	Monthly interactive parent coffees with principal at varied times to meet the needs of our families. Staff input--What's working/what's not/how can we fix it data for Monthly parent workshops provided by parent support specialist Time for teachers to plan and prepare for semester Parent Conference Days Monthly grade level newsletters. PTA Palm programs including but not limited to Munch with Moms, Watch D.O.G.S. and Donuts	Parent coffee agendas and sign in sheets Summary of What's working/what's not/how can we fix it Parent workshop agendas and sign in sheets Parent Conference Day sign in sheets Copies of monthly grade level newsletters Signed parent compacts Establishment of PTA Executive s Sign in sheets from PTA Executive board and general meetings	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 <b>Elementary Schools only:</b> 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
			with Dads			
Focus on communicating with parents in a language that is understandable to them, including providing individual student academic assessment results and progress towards mastery of state standards (TEKS ) in English/ Spanish as well as using comprehensible vocabulary to facilitate and interpret results	6,10	Principal Assistant Principal Prek – 5 <sup>th</sup> grade teachers  Special education teachers  PTA Executive Board  Technology Cadre  CAC co-chairs  Parent Specialist	School website in English and Spanish PEIMS clerk to ensure that report cards and progress reports are sent home in parent's preferred language of communication. Bilingual Staff to ensure that all verbal communication in meetings/conferences are provided in English and Spanish Parent STAAR information meeting and brochures in English and Spanish Parent workshops on how to support student learning in specific subject areas	School website updated weekly in English and Spanish Parent sign in sheets. Parent brochures Schedule/Sign up for bilingual staff members to assist with translating.	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 <b>Elementary Schools only:</b> 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
			provided in English and Spanish Title One Funds			
Review campus data and identify 3 areas of improvement where parent input and leadership is fostered, including SEL, No Place for Hate and DL initiatives	6,10	Prek – 5 <sup>th</sup> grade teachers  Dual Language teachers  PTA Executive Board  CAC co-chairs  Parent Specialist  SEL committee  No Place for Hate Chair	Campus Data Parent Meetings focusing on SEL, No Place for Hate and Dual Language Parent Surveys	Meeting agendas Parent Sign In sheets Completed parent surveys.	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
<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-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
Parents and staff will have opportunities to provide input on what type of professional development is provided.	6,10	Parents and staff will have opportunities to provide input on what type of professional development is provided.	Parents Teachers Administrators	Time and funding for campus PD	Surveys	Beginning, middle, and end of year
Professional development for improvement strategies will be provided as needed.	1,2,4	Professional development for improvement strategies will be provided as needed.	Administrators Teachers Solution team Curriculum team Campus support staff	Time and funding for campus PD Trainers and facilitators	Training agendas and/or sign-in sheets	Beginning, middle, and end of year
Differentiated, follow-up professional development will be provided as needed.	4,9	Differentiated, follow-up professional development will be provided as needed.	Administrators Teachers Solution team Curriculum team Campus support staff	Time and funding for campus PD Trainers and facilitators	Training agendas, sign-in sheets, and/or teacher PD reflection notes	Beginning, middle, and end of year



## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 <b>Elementary Schools only:</b> 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 <sup>th</sup> 6 weeks	
Campus Rate: 10.1%		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
Coordinate with Central Office Special Ed Coordinator and area principals to ensure that placement in campus' centralized programs is appropriate	9	Special Ed Office Principal	Support from Special Education Area Coordinator; eCST training for campus	Decrease campus rate by 2%	2014-2015 School year	
Provide intervention opportunity during the school day for students who need additional instructional support.	1,7,9	Principal Reading Specialist Math Specialist	Funding for tutor Training Data days	Decrease campus rate by 2%	2014-2015 School year	

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
3 Instruction by HQ staff	7 Measures to include teachers in decisions about use of assessment to improve perf.	10 Communication with parents regarding student assessment results
4 Ongoing PD		11 <b>Elementary Schools only:</b> 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: 7%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to implement the DL program with fidelity to the Gomez and Gomez DL Enrichment Model	1,2, 7,9	Administration LPAC Chair Reading Specialist ESL/Bilingual Teachers	DL checklist DL Office Gomez and Gomez PD	Successful second language acquisition  Increase the number of ELLs scoring above beginning proficiency levels on TELPAS		
Ensure administrative staff and teachers attend all DL trainings	1,2, 7,9	Administration	Gomez and Gomez PD	100% of ESL and Bilingual teachers trained in DL		
Provide schedules that ensure 50% of instruction is in Spanish and 50% is in English	1,9	ESL/Bilingual Teachers Administration	Teacher Schedules	Schedules reflect appropriate English and Spanish instruction		
For second grade provide 2 reading periods—one in English and one in Spanish	1,9	ESL/Bilingual Teachers Administration	Teacher Schedules	Schedules reflect appropriate English and Spanish instruction		
Coordination and integration	1,9	Assistant Principal	TELPAS training	Disaggregated		

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-12

**Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).**

**Condition: If percentage of LEP students at beginning proficiency level over two-year period > 4.5%**

Source: AISD CDA Report/TELPAS

Campus rate: 7%

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
of district and school to inform the LPAC committee to meet the needs of ELLs (instruction and accommodations)		LPAC Bilingual Teachers	on disaggregating data and setting Language goals and use of Lang. Objectives for lessons	TELPAS data for ELLs with goals; Benchmark data and instructional plans for students		
Continue to use data-driven decision and language acquisition data to inform language of instruction to support ELL academic language and content skills	1,7,9	Principal Assistant Principal LPAC Bilingual Teachers	TELPAS data Language assessment data Content Skill results	Language Objective included in lesson plans; Walkthrough data shows increase of Spanish support & instruction in classrooms; Lesson plans and activities demonstrate linguistic accommodations and differentiation for ELLs		

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

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

<b>Programs/Services</b>	<b>Describe how the campus is meeting needs of at-risk students with SCE resources:</b>
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	After school tutorials will focus will provide targeted intervention for students identified as at risk of not meeting state standards in the areas of Reading, Math, Science, and Writing
General Supplies for at-risk students:	Supplies needed to support classroom and afterschool instruction for students with identified financial need or at risk of not meeting state standards on academic assessments.
Reading specialists (to include literacy coaches):	Reading specialists provide support to students performing below grade level in the area of reading
Math specialist (FTE for math interventions):	Math specialists provide support to students at risk for performing below state standard in the area of Math
Elementary Counselors:	Elementary counselor serves Pre-K -5 <sup>th</sup> grade students and their families, specifically to students in need of additional social, emotional, behavioral, and academic supports to promote effective learning.
Parent Support Specialist (or other parent involvement expenses):	The Parent Support Specialist supports families in need, temporary and long term crisis with community referral and school based supports. Promotes family stabilization and effective learning environments.

## APPENDIX A-2

### Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

X	Participate in district-sponsored job fairs
	Participate in recruiting trips
X	Provide mentors to first and second year teachers
X	Offer high-quality professional development
X	Provide leadership opportunities for teachers
X	Encourage participation in National Board program
X	Meet on a regular basis with new teachers to review needs/issues
	Other:

Area 4: Assist teachers not currently HQ to meet the HQ requirements in a timely manner. Strategies (check all that apply, but check at least one):

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

## **APPENDIX A-3**

### **Pregnancy Related Services**

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

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

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

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

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

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

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

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

**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 2014-2015	How will Expenditure Improve Student Performance?		Amount of Expenditure	Summative Assessment of Impact
	Needs Assessment	Action Plan Strategy		
Personnel				
Math Coach (.5)	Train and assist teachers conducting assessments and use the data to inform intervention instruction; spend time designing lessons and instructional models to support targeted students performing below grade level; schedule monthly meetings with grade level teams to review student owrk progress, plan with teachers, identify students in need of more intensive intervention and coordinate/provide support	Administer formal math assessments; provide grade level teachers with support in their classrooms, including lesson design, modeling and one:one staff develeopment; meet with grade level teams to coordinate math plans, strategies and common assessments, assess intructional practices and coordinates purchase needs with the Principal; provide in-class support to student below grade level; develop maintain monitoring system	\$37,171.00	Performance increases of students on grade level or exceeding levels; decrease number of struggling students and increase % of students passing on STAAR
Supplies, Materials and/or Equip.				
Reproduction (11)	Reproduce SEL posters and achievement banners; reproduce assessment materials and achievement awards		\$400	Increase # of students passing benchmarks and STAAR testing



Computer Rel. Equip (11)	Purchase USB flash drives, printers, document cameras and projectors.	Increase teacher accessibility to instructional materials, student data and technology skills for data analysis	\$2,000.00	Increase utilization of plans and sites provided by the district; increase % of passing students on STAAR and benchmarks
General Supplies (11)	Purchase classroom materials such as paper, toner, sentence strips, glue, stickys, white boards, easels, software, bins, carts, staplers, spirals, folders, markers, crayons, pencils, tape, paint, and other instructional supplies needed	Ensure that teachers and staff have materials needed to deliver instruction, provide enrichment and services to student with Special Needs (G/T, ELL, 504 and SpEd)	\$18,933	Team leaders' reports and cadre meetings regarding classroom needs and common assessment/planning activities; evidence in classroom/organized classrooms
Food/Refreshments (11)	Purchase snacks for students for after school tutorials & Saturday Camps	Need to extend school day for students including weekends	\$800.00	Increase participation and attendance during tutoring and Saturday camps.
Misc. Op. Expenses (11)	Purchase student incentives and awards such as Science Fair medals, 9 weeks award pencils, medals and certificates.	Increase student engagement	\$500	Increase number of students achieving honor roll and perfect attendance
<b>Professional Development (Func.13)</b>				

Subs for Teachers (11, 13)	Schedule subs for data planning days, learning walks, classroom observations, testing and data analysis.	Increase competency skills of teachers as the disaggregate data, analyze TEKS and SE's through student work and design instructional lessons; provide high quality and ongoing Professional Development for teachers, Principals and paraprofessionals to enable all students to meet State Standards	\$1,856	Teacher lessons and planning documents reflect data driven instruction; student expectations displayed in classrooms and students can respond to content of instruction; increase percent of students performing at state level; teacher collaboration reflected in alignment of content; increase in percent of students performing at commended level.
Extra Duty (11)	Schedule and conduct after school and Saturday tutoring camps for all subject levels	Incorporate activities after school and during any extension of the school year to increase scores on formal and informal assessments	\$14,910	Increase % of students meeting or exceeding standards for benchmarks and STAAR testing
Field Trips (11)	Assist grade levels in providing hands on experiences to students via field trips to caves, museums, aquariums, farms and other locations providing educational settings	Increase hands on experiences and vocabulary	\$1,000.00	100% students attend field trips; increased science and reading scores to passing or higher.
<b>Parent/Comm. Services (Func. 61)</b>				
General Supplies (61)	Supplies for conducting parent education workshops, such as colored paper, scissors, glue, tape, flatware, cups, plates, pens, markers, brochure bins, literature organizers and other supplies needed	order supplies and materials necessary for implementation of parent education and advocacy programs	\$634.00	Increase attendance at Coffee w/ the Principal, Parent Night, Nutrition Classes, Love & Logic Classes and other parent events needed through out the year
Food/Refreshments (61)	Purchase snacks for parents attending any workshops, meetings and/or classes provided	Increase parent involvement	\$600.00	Increase attendance at Coffee w/ the Principal, Parent Night, Nutrition Classes, Love & Logic Classes and other parent events needed through out the year

Campus Scorecard 2014-15  
171 - Palm 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	28%	33%	28%	45%
Afr Amer	13%	31%	28%	45%
Hispanic	28%	33%	28%	45%
White	50%	*	*	66%
Asian	*	*	*	45%
Two+	*	*	*	45%
SpEd	30%	42%	*	45%
ECD	24%	29%	24%	45%
ELL	7%	20%	13%	45%

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	25%	31%	31%	41%
Afr Amer	<1%	23%	*	29%
Hispanic	26%	32%	32%	42%
White	50%	*	*	49%
Asian	*	*	*	15%
Two+	*	*	*	100%
SpEd	37%	46%	44%	53%
ECD	22%	29%	29%	40%
ELL	24%	23%	17%	29%

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	20%	31%	12%	35%
Afr Amer	*	*	*	35%
Hispanic	20%	30%	12%	35%
White	*	*	*	58%
Asian	*	*	-	35%
Two+	-	*	*	35%
SpEd	*	57%	*	35%
ECD	18%	32%	*	35%
ELL	19%	22%	*	35%

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

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

- Denominator is 0

**STAAR Science - Level II-Final**

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	8%	24%	33%	45%
Afr Amer	*	*	*	45%
Hispanic	5%	24%	34%	45%
White	*	-	*	58%
Asian	-	*	*	45%
Two+	*	-	-	45%
SpEd	14%	29%	*	58%
ECD	6%	23%	32%	45%
ELL	<1%	10%	*	45%

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	11%	12%	10%	30%
Afr Amer	7%	<1%	*	30%
Hispanic	10%	11%	8%	30%
White	25%	*	*	43%
Asian	*	*	*	30%
Two+	*	*	*	30%
SpEd	4%	<1%	*	30%
ECD	10%	9%	8%	30%
ELL	2%	5%	6%	30%

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	8%	13%	10%	25%
Afr Amer	<1%	23%	*	25%
Hispanic	8%	12%	11%	25%
White	25%	*	*	25%
Asian	*	*	*	25%
Two+	*	*	*	25%
SpEd	4%	4%	*	25%
ECD	8%	12%	9%	25%
ELL	5%	11%	*	25%

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	<1%	1%	*	25%
Afr Amer	*	*	*	25%
Hispanic	<1%	<1%	*	25%
White	*	*	*	25%
Asian	*	*	-	25%
Two+	-	*	*	25%
SpEd	*	<1%	*	25%
ECD	<1%	1%	*	25%
ELL	<1%	<1%	*	25%

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	<1%	4%	*	25%
Afr Amer	*	*	*	25%
Hispanic	<1%	4%	*	25%
White	*	-	*	25%
Asian	-	*	*	25%
Two+	*	-	-	25%
SpEd	<1%	7%	*	25%
ECD	<1%	5%	*	25%
ELL	<1%	5%	*	25%

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	51%	55%	60%
Afr Amer	*	45%	60%
Hispanic	52%	55%	60%
White	*	*	70%
Amer Ind	-	-	60%
Asian	*	*	100%
Two+	*	*	100%
SpEd	*	62%	65%
ELL	-	83%	85%

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	51%	65%	70%
Afr Amer	*	*	70%
Hispanic	49%	68%	70%
White	*	*	70%
Amer Ind	-	-	100%
Asian	*	*	100%
Two+	*	*	100%
SpEd	*	86%	87%
ELL	-	92%	95%

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

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

- Denominator is 0

### STAAR Reading - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	15%	14%	35%
Afr Amer	*	*	35%
Hispanic	14%	14%	35%
White	*	*	35%
Amer Ind	-	-	35%
Asian	*	*	35%
Two+	*	*	35%
SpEd	*	*	35%
ELL	-	30%	35%

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

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

- Denominator is 0

### STAAR Mathematics - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	18%	29%	35%
Afr Amer	*	*	35%
Hispanic	16%	29%	35%
White	*	*	35%
Amer Ind	-	-	35%
Asian	*	*	35%
Two+	*	*	100%
SpEd	*	*	35%
ELL	-	38%	40%

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

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

- Denominator is 0

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

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
Kinder DRA English	82%	89%	79%	90%
Kinder DRA Spanish	89%	96%	90%	92%
1st DRA English	65%	76%	64%	90%
1st DRA Spanish	89%	77%	48%	90%
2nd DRA English	76%	76%	69%	90%
2nd DRA Spanish	73%	76%	63%	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	97.1%	97.5%	96.5%	96.8%	97.5%
Afr Amer	97.8%	97.6%	96.0%	96.6%	97.5%
Hispanic	97.1%	97.5%	96.5%	96.8%	97.5%
White	96.9%	97.8%	96.2%	96.3%	97.5%
Amer Ind	<1%	<1%	<1%	<1%	97.5%
Asian	*	*	*	*	97.5%
Two+	96.8%	97.4%	*	*	97.5%
ECD	97.0%	97.4%	96.5%	96.8%	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	*	*	*	*	*	*	0.50%
Afr Amer	*	*	*	*	*	*	0.50%
Hispanic	*	*	*	*	*	*	0.50%
White	*	*	*	*	*	*	0.50%
Amer Ind	-	-	-	-	-	-	0.50%
Asian	*	*	*	*	*	*	0.50%

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

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

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

- Denominator is 0

### Campus Suspensions to Home

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	*	*	*	*	*	*	0.10%
Afr Amer	*	*	*	*	*	*	0.10%
Hispanic	*	*	*	*	*	*	0.10%
White	*	*	*	*	*	*	0.10%
Amer Ind	-	-	-	-	-	-	0.10%
Asian	*	*	*	*	*	*	0.10%

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	15	2.41%	*	*	*	*	0.15%
Afr Amer	*	*	*	*	*	*	0.15%
Hispanic	12	2.19%	*	*	*	*	0.15%
White	*	*	*	*	*	*	0.15%
Amer Ind	-	-	-	-	-	-	0.15%
Asian	*	*	*	*	*	*	0.15%

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	571	531
Afr Amer	43	38
Hispanic	499	456
White	20	17
Amer Ind	0	-
Asian	5	4
Two+	4	15

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	123	9	7%	123	15	12%	10%
Afr Amer	-	-	-	-	-	-	10%
Hispanic	123	9	7%	122	14	11%	10%
White	-	-	-	40	7	18%	15%
SpEd	11	*	*	14	7	50%	40%
ECD	120	9	8%	119	15	13%	10%

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	7	*	*	7	*	*	7	*	*	*	*	*	7	*	*	*	*	*
F	Hispanic	102	51	50%	48	27	56%	109	61	56%	60	34	57%	103	49	48%	63	32	51%
F	White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		111	55	50%	57	31	54%	118	62	53%	65	35	54%	113	50	44%	67	32	48%
M	Afr Amer	8	5	62%	*	*	*	8	*	*	*	*	*	8	5	62%	5	*	*
M	Hispanic	110	50	45%	62	44	71%	119	57	48%	68	51	75%	110	43	39%	65	43	66%
M	White	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		122	58	48%	67	48	72%	131	64	49%	72	53	74%	120	50	42%	72	49	68%
Total		233	113	48%	124	79	64%	249	126	51%	137	88	64%	233	100	43%	139	81	58%

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-RR-171-5-24-0-00	Career Ladder - CP-Read Literacy-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R0-171-5-24-0-00	Extra Duty - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R4-171-5-24-0-00	Extra Duty - CP-At Risk Stdnt Supp-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-171-5-24-0-00	Extra Duty - CP-SSIG-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-171-5-24-0-00	Extra Duty - CP-AYP Elem-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-171-5-30-0-00	Extra Duty - CP-AFL-Palm	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-90-171-5-24-0-00	Professional Salary - CP-PreK-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-R4-171-5-24-0-00	Professional Salary - CP-At Risk Stdnt Supp-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-171-5-24-0-00	Professional Salary - CP-Read Literacy-Palm	44,439.00	0.00	6,309.14	38,129.86	85.80 %
199-11-6121-R4-171-5-24-0-00	Overtime - CP-At Risk Stdnt Supp-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R8-171-5-24-0-00	Overtime - CP-AYP Elem-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-171-5-24-0-00	Part-Time Hourly - CP-SSIG-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-171-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-171-5-24-0-00	Support Personnel Salary - CP-At Risk Stdnt Supp-Palm	72,000.00	0.00	7,833.58	64,166.42	89.12 %
199-11-6141-90-171-5-24-0-00	FICA - CP-PreK-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R0-171-5-24-0-00	FICA - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-171-5-24-0-00	FICA - CP-At Risk Stdnt Supp-Palm	5,508.00	0.00	471.01	5,036.99	91.44 %
199-11-6141-R5-171-5-24-0-00	FICA - CP-SSIG-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-171-5-24-0-00	FICA - CP-AYP Elem-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-171-5-24-0-00	FICA - CP-Read Literacy-Palm	3,400.00	0.00	293.55	3,106.45	91.36 %
199-11-6141-B1-171-5-30-0-00	FICA - CP-AFL-Palm	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-90-171-5-24-0-00	Health/Life Ins - CP-PreK-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R0-171-5-24-0-00	Health/Life Ins - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-171-5-24-0-00	Health/Life Ins - CP-At Risk Stdnt Supp-Palm	16,431.00	0.00	1,242.60	15,188.40	92.43 %
199-11-6142-R5-171-5-24-0-00	Health/Life Ins - CP-SSIG-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-171-5-24-0-00	Health/Life Ins - CP-Read Literacy-Palm	5,491.00	0.00	454.90	5,036.10	91.71 %
199-11-6143-90-171-5-24-0-00	Wk's Comp - CP-PreK-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-171-5-24-0-00	Wk's Comp - CP-At Risk Stdnt Supp-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-171-5-24-0-00	Wk's Comp - CP-SSIG-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-171-5-24-0-00	Wk's Comp - CP-AYP Elem-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-171-5-24-0-00	Wk's Comp - CP-Read Literacy-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-171-5-30-0-00	Wk's Comp - CP-AFL-Palm	0.00	0.00	0.00	0.00	0.00 %

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

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6146-90-171-5-24-0-00	Teacher Retirement - CP-PreK-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R0-171-5-24-0-00	Teacher Retirement - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-171-5-24-0-00	Teacher Retirement - CP-At Risk Stdnt Supp-Palm	396.00	0.00	34.11	361.89	91.38 %
199-11-6146-R5-171-5-24-0-00	Teacher Retirement - CP-SSIG-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-171-5-24-0-00	Teacher Retirement - CP-AYP Elem-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-171-5-24-0-00	Teacher Retirement - CP-Read Literacy-Palm	1,132.00	0.00	70.61	1,061.39	93.76 %
199-11-6146-B1-171-5-30-0-00	Teacher Retirement - CP-AFL-Palm	20.00	0.00	0.00	20.00	100.00 %
199-11-6148-R4-171-5-24-0-00	Salary Adjustments - CP-At Risk Stdnt Supp-Palm	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		159,618.00	0.00	16,709.50	142,908.50	
199-11-6329-MI-171-5-24-0-00	Reading Materials - CP-Vertical Team Supt-Palm	2,500.00	2,500.00	0.00	0.00	0.00 %
199-11-6399-CP-171-5-24-0-00	General Supplies - CP-Campus Cost-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R0-171-5-24-0-00	General Supplies - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R5-171-5-24-0-00	General Supplies - CP-SSIG-Palm	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		2,500.00	2,500.00	0.00	0.00	
199-11-6494-R0-171-5-24-0-00	Field Trips - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-B1-171-5-30-0-00	Field Trips - CP-AFL-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-R5-171-5-24-0-00	Food/Refreshment - CP-SSIG-Palm	0.00	0.00	0.00	0.00	0.00 %
199-11-6497-B1-171-5-30-0-00	Food/Refreshment - CP-AFL-Palm	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>		162,118.00	2,500.00	16,709.50	142,908.50	
199-13-6118-R0-171-5-24-0-00	Extra Duty - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-R0-171-5-24-0-00	FICA - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-R0-171-5-24-0-00	Health/Life Ins - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-R0-171-5-24-0-00	Teacher Retirement - CP-Summer Init-Palm	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		0.00	0.00	0.00	0.00	
<b>13 Total</b>		0.00	0.00	0.00	0.00	

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

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-23-6116-87-171-5-24-0-00	Subs for Other Professional - CP-Math/Read Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-87-171-5-24-0-00	FICA - CP-Math/Read Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-87-171-5-24-0-00	Wk's Comp - CP-Math/Read Init-Palm	0.00	0.00	0.00	0.00	0.00 %
199-23-6146-87-171-5-24-0-00	Teacher Retirement - CP-Math/Read Init-Palm	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-23-6396-R6-171-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D Support-Palm	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>	
<b>23 Total</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-31-6118-00-171-5-24-0-00	Extra Duty - CP-Palm	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-171-5-24-0-00	Professional Salary - CP-Palm	53,110.00	0.00	5,399.75	47,710.25	89.83 %
199-31-6141-00-171-5-24-0-00	FICA - CP-Palm	3,231.00	0.00	260.38	2,970.62	91.94 %
199-31-6142-00-171-5-24-0-00	Health/Life Ins - CP-Palm	5,470.00	0.00	454.90	5,015.10	91.68 %
199-31-6143-00-171-5-24-0-00	Wk's Comp - CP-Palm	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-171-5-24-0-00	Teacher Retirement - CP-Palm	559.00	0.00	48.88	510.12	91.25 %
<b>Total 6100 Payroll Costs</b>		<u>62,370.00</u>	<u>0.00</u>	<u>6,163.91</u>	<u>56,206.09</u>	
199-31-6329-CP-171-5-24-0-00	Reading Materials - CP-Campus Cost-Palm	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-171-5-24-0-00	General Supplies - CP-Campus Cost-Palm	300.00	0.00	0.00	300.00	100.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<u>300.00</u>	<u>0.00</u>	<u>0.00</u>	<u>300.00</u>	
199-31-6411-CP-171-5-24-0-00	Employee Travel - CP-Campus Cost-Palm	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>62,670.00</u>	<u>0.00</u>	<u>6,163.91</u>	<u>56,506.09</u>	
199-61-6121-B1-171-5-30-0-00	Overtime - CP-AFL-Palm	0.00	0.00	0.00	0.00	0.00 %
199-61-6129-R0-171-5-24-0-00	Support Personnel Salary - CP-Summer Init-Palm	3,542.00	0.00	0.00	3,542.00	100.00 %

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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>
199-61-6129-B1-171-5-30-0-00	Support Personnel Salary - CP-AFL-Palm	16,000.00	0.00	1,848.62	14,151.38	88.44 %
199-61-6139-B1-171-5-30-0-00	Employee Allowance - CP-AFL-Palm	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-R0-171-5-24-0-00	FICA - CP-Summer Init-Palm	271.00	0.00	0.00	271.00	100.00 %
199-61-6141-B1-171-5-30-0-00	FICA - CP-AFL-Palm	1,224.00	0.00	101.96	1,122.04	91.66 %
199-61-6142-R0-171-5-24-0-00	Health/Life Ins - CP-Summer Init-Palm	1,365.00	0.00	0.00	1,365.00	100.00 %
199-61-6142-B1-171-5-30-0-00	Health/Life Ins - CP-AFL-Palm	2,734.00	0.00	227.45	2,506.55	91.68 %
199-61-6143-B1-171-5-30-0-00	Wk's Comp - CP-AFL-Palm	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-R0-171-5-24-0-00	Teacher Retirement - CP-Summer Init-Palm	19.00	0.00	0.00	19.00	100.00 %
199-61-6146-B1-171-5-30-0-00	Teacher Retirement - CP-AFL-Palm	86.00	0.00	8.05	77.95	90.63 %
<b>Total 6100 Payroll Costs</b>		<u>25,241.00</u>	<u>0.00</u>	<u>2,186.08</u>	<u>23,054.92</u>	
<b>61 Total</b>		<u>25,241.00</u>	<u>0.00</u>	<u>2,186.08</u>	<u>23,054.92</u>	
<b>Total Fund 199 General Fund</b>		<u>250,029.00</u>	<u>2,500.00</u>	<u>25,059.49</u>	<u>222,469.51</u>	

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

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		250,029.00	2,500.00	25,059.49	222,469.51	

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