

John C. Blazier 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)	<input type="checkbox"/>
• district-wide orientation session	<input type="checkbox"/>

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	✓
• campus budget	✓
The CAC was given an opportunity to review the complete draft CIP prior to submittal.	✓
The CIP action plan component pertaining to campus professional development was approved by the CAC.	✓

Approximate hours spent on CIP development	Hours
• By CAC and/or CAC subcommittees	4
• By campus administration and/or leadership team	10

We confirm the above information as correct ...

Position	Name	Date
Principal	Leti Peña	Sept. 25, 2014
Co-Chair	Christina Baird	Sept. 25, 2014
Co-Chair	Valerie Evans	Sept. 25, 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	Leti Peña

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	1 st Thursday of the Month
Time:	3:15-4:15 pm

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Jessica Santos			✓			
Parent	Christina Adcock-Azbill						
Parent	Valerie Evans	✓					
Parent	Sandy Wicken						
Parent	David Gloria						
Parent	Michael Bocanegra						
Parent	Yessenia Wilson						
Parent	Monica Perez						
Professional Staff Member	Natascha Barreto-Romero		✓				Assistant Principal
Professional Staff Member	Lupe Molina		✓				Assistant Principal
Professional Staff Member	Kristina Kramer				✓		Classroom Teacher
Professional Staff Member	Lori Moon				✓		PE Teacher
Professional Staff Member	Wendy Bruck					✓	Counselor
Professional Staff Member	Robin Sánchez				✓		Reading Specialist
Professional Staff Member	Christina Baird	✓			✓		Music Teacher
Classified Staff Member	Maria Rodriguez						
Business Representative	Megan Jones						
Community Representative							

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		Demographic Data	
• Performance on state assessments	✓	• Attendance	✓
• TELPAS results	✓	• Discipline	✓
• Primary Reading Assessment results	✓		
• Accountability ratings (including safeguards missed)	✓	Surveys	
• Review of TAPR data	<input type="checkbox"/>	• Teaching, Empowering, Leading and Learning (TELL) results	✓
• Special Education indicator reports (C-IEP)	✓	• Student climate survey	✓
• Other performance related items	<input type="checkbox"/>	• Parent surveys	✓

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

•

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

- Increase implementation of Writing/Reading TEKS through effective Writing/Reading Workshop across all grade levels.
- Increase the number of students performing at or above grade level by EOY in primary grades.
- Increase student access to technology, applications, and programs across grade levels and content areas.
- Increase student access to enrichment/extension opportunities in all grade levels/content areas.

TITLE 1 COMPONENTS

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

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

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-1

☐ State: Below safeguard target

Performance Objective: Increase the number of students reading at or above grade level on DRA/EDL assessments. Now according to the College Readiness Standard at the primary levels (K-2nd).

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
Utilize strategic targeted instructions in the 5 components of literacy (phonological awareness, phonics, vocabulary comprehension and fluency), as well as, the writing process model.	1, 2, 3, 4, 8, 9	All Classroom Primary Teachers Administrators Specialists Lang. Arts Committee	<ul style="list-style-type: none"> ▪ Use of balanced literacy approach. ▪ Use of Daily Five strategies and structure in all primary classrooms. ▪ Student Learning Objectives at K-2 will focus on reading on level by the end of the school year ▪ Provide support in reading strategies to teachers in grades K-2 Professional development in reading and writing process 	<ul style="list-style-type: none"> ▪ Increase performance of students at or above grade level and meeting College Readiness standards. ▪ 80% of 1st graders will improve 6 reading levels ▪ 80% of 2nd graders will improve 4 levels on the DRA ▪ Draft books of students writing ▪ Monitoring teacher implementation of WP in classrooms, percentage of students on grade level on reading assessments, and student grades. 	Ongoing Discussed during grade level planning meetings. Daily/Weekly	
Implement a school-wide reading initiative to encourage all students to take part in Sustained Silent Reading at school and home.	1, 2, 3, 4, 6, 8, 10	All Classroom Primary Teachers Administrators Specialists Lang. Arts Committee	<ul style="list-style-type: none"> ▪ Reading Logs for every student ▪ Design interventions in grades K-2. ▪ Conduct an Academic Reading/Math Night. ▪ Provide opportunities for students to use Tumble Books in the classroom. ▪ Encourage students to use Tumble Books as part of nightly home reading. • Treasures Resources • Haggerty/Fountas and Pinnell Resources 	<ul style="list-style-type: none"> ▪ Increase performance of students at or above grade level and meeting College Readiness standards. ▪ At least 80% of 1st graders will improve 6 reading levels ▪ At least 80% of 2nd graders will improve 4 levels on the DRA ▪ Increased access to literature for students at home. 	Ongoing throughout the year. Discussed during grade level planning meetings. Daily/Weekly	

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-2

☐ State: Below safeguard target

Performance Objective: Increase students meeting or exceeding STAAR “satisfactory” or “advanced” standards; and close STAAR State Assessment performance gaps between all student groups, including ELL students.

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Implement a comprehensive science program in grades PK-5 and make Science equipment/materials accessible to all students and encourage frequent use of PK-5 equipment	1, 2, 3, 4, 6, 8, 9	Administrators Classroom Teachers Specialists K. Stella Special Areas Science Night Planning Committee Tech. Cadre	<ul style="list-style-type: none"> Core instruction weekly assessments for K-5 students Pre-teach vocabulary and skills to ELL students- View Planet Earth with 5th Graders in the mornings or during lunch and utilize lessons provided Utilize educational science apps on iPods and iPads. Student creation of iMovies surrounding important science vocabulary. Ensure equipment and materials available for each grade level to use Inventory and system created for easy access of materials for teachers. 	<ul style="list-style-type: none"> Maintain State Assessment scores in all science subgroups at or above 90% passing. 3rd, 4th & 5th participation in weekly discussions of science interactive notebooks. iPads being used as a science center option in classrooms. iMovies being made and presented for all students to view. Increased use of materials and resources. Evidence of use in classrooms during walks 	Ongoing Weekly during grade level team planning Discussed monthly in committee meetings Ongoing throughout the school year	
Ensure all grade levels are teaching Writing/Reading TEKS through effective implementation of Writer’s and Reader’s Workshop in all classrooms PK-5 th .	1, 2, 3, 4, 6, 8, 9	Administrators Classroom Teachers Specialists Academic Night Planning Committee	<ul style="list-style-type: none"> PD on readers and writers workshop Invite district support staff to provide PD on writer’s workshop Vertical Team focus on Writing Workshop Time devoted to grade 	<ul style="list-style-type: none"> Increase use of components of WW and RW in all classrooms Evidence of WW and RW in every classroom Increase teacher knowledge and capacity in Writing/Reading Workshop 	Ongoing Weekly during grade level team planning Discussed monthly in committee/cadre meetings	

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

			<ul style="list-style-type: none"> level discussion on best practices in writing and setting grade level expectations Ensure teachers attend available PD in Writing and Genre Study Organize Academic Family Night (Reading/Math) to keep students actively involved in reading while encouraging parental involvement and support. Promote Texas Book Festival of Austin 	<ul style="list-style-type: none"> and TEKS alignment Increased achievement in Reading and Writing on benchmarks and STAAR assessments Provide bus to transport parents to Texas Book Festival 	Academic Night - November Texas Book Festival - October	
Implement a balanced, standards-based Math program that incorporates explicit instruction of concepts and skills, critical thinking and exploratory practice, problem solving, fluency building, small group instruction and utilizes technology to facilitate the delivery of instruction.	1, 2, 3, 4, 6, 8, 9	Administrators Classroom Teachers Specialists Technology Cadre Academic Night Planning Committee	<ul style="list-style-type: none"> Small group instruction, centers, and manipulatives Incorporate math process skills within lessons Incorporate real world situations into projects, problem solving skills, Learning.com, United Streaming, Brainpop, online math games Organize Academic Family Night (Reading/Math) to keep students actively involved in math while encouraging parental involvement and support. Utilize educational math apps with iPads. Utilize available resources to increase numerical fluency. 	<ul style="list-style-type: none"> Daily lessons and walk-throughs include small group instruction 100% of weekly plans 100% student participation in math hands on activities Increased achievement on STAAR Math Increased performance on weekly math assessments Teachers will check out iPods and iPads monthly. Teachers will use computer lab weekly. 	Ongoing Weekly during grade level team planning Discussed monthly in committee/cadre meetings Academic Night - November	

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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Provide a two family academic nights to encourage parents to become involved and support their students in the areas of reading, math, and science.	1, 2, 3, 4, 6, 8, 9	Administrators Teachers/Staff PTA Exec. Board Science Night Planning Committee Academic Night Planning Committee	<ul style="list-style-type: none"> Committee members to plan evening events Grade levels provide activities for students to do at home with parents Links and information for parents to access 	<ul style="list-style-type: none"> Academic Night in the Fall Science Showcase Night in the Spring Increased participation at family academic nights 	Fall 2014 Spring 2015 Science Fair and Showcase January 2015	
Provide a Science Fair during the school day to keep students actively involved in science.	1, 2, 3, 4, 6, 8, 9	Administrators Teachers/Staff PTA Exec. Board Science Night Planning Committee	<ul style="list-style-type: none"> Incorporate inquiry activities into lessons PreK-5th Inquiry posters in all classrooms Conduct Science Fair in the Spring Semester PTA meeting for displaying Science Fair projects. Organize Science Fair/Science Night Link on websites/flyers for science fair resources 	<ul style="list-style-type: none"> Projects successfully submitted: PK-2nd grade class project 3rd-5th Individual or group projects from every student GT Mandatory Requirement Provide a list of websites 	Science Fair Process begins in November and through December. Science Fair and Showcase January 2015 Regional Science Fair – February 2015	
Provide systematic support for team collaboration to assist teachers in using data to improve their core instructional practice, review progress monitoring, and plan for interventions. (In all core content areas)	1, 2, 3, 4, 6, 7, 8, 9, 10	Administrators Classroom Teachers Specialists/Inst. Coaches	<ul style="list-style-type: none"> Grade level teacher learning communities will complete common lessons and weekly common assessments and adjust instruction based on data Adjust instruction based on data and provide intervention as needed Time to analyze student work from common assessment and to target students needing intervention. Utilize SchoolNet to analyze student data on SCA's and Benchmarks 	<ul style="list-style-type: none"> Administration will attend team meetings Weekly assessments Increase percentage of students passing math by 10%. BOY/MOY/STAAR data Monthly planning sessions where teachers review and analyze SchoolNet/AIMSweb data. 	Ongoing Weekly during grade level team planning Discussed monthly in Vertical Team meetings Data Analysis days in Fall and Spring	

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-3 ☐ State: Below safeguard target

Performance Objective: Increase student access to technology, applications, and programs across grade levels and content areas; and increase 5th grade students meeting proficiency in Technology Literacy Benchmark Assessment at EOY.

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
Ensure all classrooms access the campus computer lab and provide more opportunities for students in the classroom to use technology with student tasks on a regular basis throughout the year.	1, 2, 3, 4, 8, 9	Stella and Estupinan Technology Cadre Classroom Teachers G. Deas Administrators Vanessa Jones (AISD support)	<ul style="list-style-type: none"> Provide technology instruction to K-5 students in every classroom. 5th graders will attend regularly scheduled computer classes on a weekly basis. Utilize the computer lab and provide practice time to students. Schedule time for students to use computer lab to work on diverse programs Provide PD to teachers focused on computer lab use, iPad use with students, updated programs and apps. Provide afterschool enrichment classes in the area of technology. PD in Learning.com PD in TechnoScience 	<ul style="list-style-type: none"> 5th grade students will score 10% higher on the Technology Literacy Assessment than previous school year. Lab schedule and sign up will increase. All classrooms will use the computer lab on a regular basis. Increased access to student products, presentations and projects using technology. Increased student access and performance on Learning.com and across grade levels campus-wide Increased student use of iPads and other technology 	Ongoing throughout the year. Monthly PD Discussed during grade level planning sessions.	
Integrate and address the reading/language arts and social studies TEKS and utilize technology to facilitate the delivery of other content areas in the language arts curriculum.	1, 2, 3, 4, 8, 9	Administrators Classroom Teachers Specialists Technology Cadre	<ul style="list-style-type: none"> Use of centers, projects, and cooperative learning PD on how to integrate content areas and support opportunities for students to demonstrate 	<ul style="list-style-type: none"> Increase MOY scores by 10% over last year's scores Increased opportunities for students and families to engage during and after school in Language Arts, 	Ongoing Weekly during grade level team planning Discussed monthly in	

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

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

		GT Cadre	<p>learning on technology applications/programs (ie: powerpoint, inspiration, website creations, etc.)</p> <ul style="list-style-type: none"> ▪ Literacy/Technology Integration Through Culture activities during the school day (ie: Literacy Day, Black History Month, Hispanic Heritage Month, Family Literacy Day/Night, Door Decoration/Gallery Walk, Women's History Month, etc.) ▪ Use of online programs/websites that support learning ▪ PD to staff on use of technology to support TEKS ▪ PD and implementation of project based learning and use of 21st Century Skills to engage students in learning process. 	<p>Social Studies, and use of Technology.</p> <ul style="list-style-type: none"> ▪ Teachers are using lesson with students in classrooms with COW carts, iPads, netbooks, and computer lab. ▪ Roll out Learning.com campus-wide for all teachers and classrooms. ▪ Increased student artifacts of project based learning activities. ▪ Increased opportunities to utilize 21st Century Skills 	<p>committee meetings</p> <p>Ongoing throughout the school year</p>	
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Table #CI-4 ☐ State: Below safeguard target

Performance Objective: Increased enrichment and extension academic opportunities for students receiving Gifted and Talented services or performing above grade level; and increase 3rd-5th grade students meeting "advanced" standards on STAAR State Assessments.

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
Offering daily/weekly extension and enrichment opportunities for cluster of all identified GT students.	1, 2, 3, 4, 8	Administrators Classroom Teachers Specialists/Instr. Coaches G. Deas (ACE)	<ul style="list-style-type: none"> ▪ PD in the areas of Gifted and Talented curriculum ▪ Access to GT curriculum ▪ Student access to 	<ul style="list-style-type: none"> ▪ Increased opportunities for students to enrich/extend their learning. ▪ Increased student access to 	<p>September 2014-June 2015</p> <p>Monthly Cadre Meetings</p>	

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

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

		GT Cadre A. Jessee (GT Contact) N. Barreto	<ul style="list-style-type: none"> materials/resources Afterschool opportunities for enrichment/extension 	<ul style="list-style-type: none"> project based learning activities. Increased opportunities to utilize 21st Century Skills 	Ongoing	
Provide PD for teachers/staff on how to effectively provide enrichment and extension activities in the classroom.	1, 2, 3, 4, 8	Administrators Classroom Teachers Specialists/Instr. Coaches GT Cadre A. Jessee (GT Contact) N. Barreto	<ul style="list-style-type: none"> GT Update (6 hours) provided on campus by GT Contact PD opportunities by district, available on HCP 	<ul style="list-style-type: none"> Increase teacher knowledge on GT curriculum, activities, and opportunities. Increased teacher capacity to turn around information to grade levels. Increased number of GT certified/trained teachers. 	September 2014-June 2015 Monthly Cadre Meetings Ongoing	
Raising awareness of community opportunities for parents of GT students.	1, 2, 3, 4, 6, 8	Administrators Classroom Teachers M. Rodriguez (PSS) GT Cadre A. Jessee (GT Contact) N. Barreto	<ul style="list-style-type: none"> Parent Coffee Chat discussing GT services, programs, and activities School Newsletter updates Website updates 	<ul style="list-style-type: none"> Increased parent awareness of GT services and process to nominate/identify a student. Increased knowledge of outside GT opportunities. Increased parent participation. 	Ongoing	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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2 Schoolwide reform strategy	6 Increased parental involvement	9 Coordination & integration of federal, state and local programs
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through: 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) 2. Student participation in physical activities 3. Improvement of Fitnessgram results for all students 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks.	1, 2, 3, 4, 6, 8, 9	D. Schindler L. Moon CATCH Committee Classroom Teachers	<ul style="list-style-type: none"> Utilize the developed Health/CATCH curriculum per grade level, K-5. 1 out of 5 lessons will include a technology component 	<ul style="list-style-type: none"> Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught. Technology lessons will be on display at CATCH night. 	Weekly Monthly	
The campus will show evidence of an environmental change using Coordinated School Health materials.	1, 2, 3, 4, 6, 8, 9	D. Schindler L. Moon CATCH Committee Classroom Teachers	<ul style="list-style-type: none"> Utilize CATCH posters, flyers, materials. Utilize campus website as a means to distribute information on CATCH. 	<ul style="list-style-type: none"> Inclusion of CATCH and health information in newsletters, correspondence, classrooms, cafeteria, gym, and campus events. Info will be posted on website. 	Ongoing	
Elementary campuses will have FOUR family fitness fun events annually.	1, 2, 3, 4, 6, 8, 9	D. Schindler L. Moon W. Estrada (PSS) Classroom Teachers	<ul style="list-style-type: none"> Utilize various events throughout the school year to integrate a health message campus-wide. Marathon Kids Jump Rope for Heart Family CATCH Night Field Day Events Rotate CATCH wall Marathon Kids participation PE newsletter/website Blazier PE Brochure 	<ul style="list-style-type: none"> Flyers, email, school newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement. Increased parent involvement in Family Fitness Fun events. 	Fall/Spring Marathon Kids – Fall Kick-Off and ongoing Jump Rope for Heart – November CATCH Night – Spring Field Day Events – May	
90% of students in grades K-5 will pass the identified health concept and social development assessments.	1, 2, 3, 4, 6, 8, 9	D. Schindler L. Moon	<ul style="list-style-type: none"> Students complete various assessments during a grading period. 	<ul style="list-style-type: none"> Students' data will be entered in Grade Speed according to grade level and teacher. 	Ongoing	

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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through: <ol style="list-style-type: none"> 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) 2. Student participation in physical activities 3. Improvement of Fitnessgram results for all students 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy) 						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
100% of students in grades 3-12 of the identified non-restricted students (under the health classification for physical education) will be assessed using Fitnessgram.	1, 2, 3, 4, 6, 8, 9	D. Schindler L. Moon	<ul style="list-style-type: none"> Tested twice (once in the Fall and once in the Spring). 	<ul style="list-style-type: none"> All students' data will be entered in Fitnessgram according to teacher and campus. 	Fall/Spring	
Increase student and family health opportunities.	1, 2, 3, 4, 6, 8, 9	CATCH committee G. Deas (ACE) W. Estrada (PSS) Classroom Teachers	<ul style="list-style-type: none"> Nutrition and wellness classes at school Family Fitness opportunities weekly through ACE program Advertisement of fitness events at the school 	<ul style="list-style-type: none"> Increased participation of families at school during school day fitness events Increased participation of families at afterschool school fitness events 	Once in Fall and Spring Once a year Weekly	
All elementary teachers will participate in providing students with 135 minutes of physical activity weekly.	1, 2, 3, 4, 6, 8, 9	D. Schindler L. Moon Classroom Teachers	<ul style="list-style-type: none"> Teachers follow the master schedule of the A, B, C rotation to identify days they can provide time to engage students in physical activity breaks. Teachers access the WOW Integrated Academic activities Monthly WOW refresher provided to teachers Implementation of a school-wide "Fitness Friday" 	<ul style="list-style-type: none"> Teachers and students being physically active during the school day. WOW lessons and materials provided to teachers' on a monthly basis. Announcements made to remind teachers of WOW games. 	Yearlong	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-2

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

Applicable Strategic Plan Goal(s): 1,2

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Campus-wide implementation of No Place for Hate throughout the school day and evening events.	1, 2, 3, 4, 6, 8, 9	Administration W. Bruck (Counselor) M. Rodriguez (PSS) G. Deas (ACE) SEL/PBS Cadre Classroom Teachers Staff	<ul style="list-style-type: none"> ▪ No Place for Hate resources ▪ No Place for Hate campus-wide activities ▪ Events scheduled and advertised to school community. ▪ Campus-wide Guidelines for Success/Pledge ▪ Red Ribbon Week events ▪ NPfH committee of students, staff, and parents meets monthly ▪ Opportunities for sub-committee to share updates ▪ Schedule "anti-bullying awareness" activities 	<ul style="list-style-type: none"> ▪ Increased confidence among students to resolve conflicts/problems among peers and in the community. ▪ Increased awareness campus-wide of No Place for Hate ▪ Increased involvement of families and community in anti-bullying efforts ▪ Decreased behavior referrals due to bullying. ▪ Activities successfully completed ▪ Committee meets routinely throughout the school-year ▪ Increased confidence among students to resolve conflicts/problems among peers and in the community. ▪ Increased awareness campus-wide of No Place for Hate 	<p>Ongoing monthly September - June</p> <p>Kick-Off in September and October</p> <p>Resolution signing in October and November</p>	
Increased knowledge of Teachers and Staff on how to recognize, report, and intervene in incidents of bullying, abuse, and neglect.	1, 2, 3, 4, 6, 8, 9	W. Bruck (counselor) Administration ALL STAFF	<ul style="list-style-type: none"> ▪ Anti-Bullying Program Pilot for 2014-15 ▪ Face to Face PD on how to recognize, report, and intervene ▪ Online modules (Anti-Bullying Program) ▪ Anti-Bullying lessons ▪ Cyberbullying module ▪ CPS reporting module 	<ul style="list-style-type: none"> ▪ Certificates of completion ▪ Curriculum materials to conduct 2 Anti-Bullying lessons in the school year ▪ Resources to conduct one 45 min lesson on cyberbullying ▪ Teachers, students, parents reflections 	Ongoing monthly	
Implementation of Social and Emotional Learning campus-wide to help students learn strategies to resolve conflicts and problems	1, 2, 3, 4, 6, 8, 9	Administrators W. Bruck (counselor) SEL/PBS Cadre	<ul style="list-style-type: none"> ▪ SEL curriculum ▪ SEL feedback from admin, counselor, and 	<ul style="list-style-type: none"> ▪ Increased confidence among students to resolve conflicts/problems among 	<p>Weekly on Mondays</p> <p>Follow up monthly with</p>	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
among peers and in the community.		Classroom Teachers All other support staff M. Rodriguez (PSS) G. Deas (ACE)	<ul style="list-style-type: none"> coordinator SEL posters evident on campus Common use of vocabulary and stems Provide follow up PD Provide PD to parents to support SEL Continued support to staff from admin, counselor, and district coordinator 	<ul style="list-style-type: none"> peers and in the community. Increased use of common vocabulary/stems Increased community/family awareness of SEL Decreased number of behavior referrals Decreased number of conflicts among peers Campus-wide commitment to implementation of lessons and skills. 	staff at faculty meetings Ongoing throughout the school-year	
Continue with implementation of active, positive monitoring and a Positive Behavior approach in the classroom and throughout the school campus.	1, 2, 3, 4, 6, 8, 9	Administrators W. Bruck (counselor) SEL/PBS Cadre Classroom Teachers All other support staff M. Rodriguez (PSS) G. Deas (ACE)	<ul style="list-style-type: none"> PBS strategies across all grade levels. All classrooms implement a PBS Plan. Staff training on Tier 1-3 behavior interventions. Send code of conduct in English and Spanish to parents. PBS posters posted throughout school to model 5 Guidelines for Success Implementation of Blazier Pledge Caught Being Good Continued PD on scaffolding classroom behavior 	<ul style="list-style-type: none"> Increased evidence of relationships built among students and teachers. Decrease in referrals to administration for behavior interventions. Discipline reports in DEEDS are monitored monthly. Decrease in discipline referrals and office visits for bullying. Provide opportunities for teachers/staff to attend district PD. Teacher/staff engagement in PD provided by other teachers. 	Ongoing throughout the school-year Follow up monthly with staff at faculty meetings November PD	

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Title 1 Components

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

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

Table #DR-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
Provide multiple opportunities for parents to learn ways to become involved in their child's school community.	1, 2, 3, 4, 6, 8, 9	M. Rodriguez (PSS) W. Bruck (counselor) G. Deas (ACE) Administrators	<ul style="list-style-type: none"> Title 1 Funds Parent Coffees Parent Classes 	<ul style="list-style-type: none"> Increased parent involvement Sign-In Sheets 	Monthly throughout the school year	
Provide TWO major Parent/Community Involvement opportunities campus-wide during the school day that will promote involvement from the community and college/career awareness.	1, 2, 3, 4, 5, 6, 8, 9	M. Rodriguez (PSS) Family/Community Involve. Planning Committee Teachers/Staff	<ul style="list-style-type: none"> Parent Flyers w/ Weekly Involvement Events Teacher Newsletters Community members Business partners Parent volunteers 	<ul style="list-style-type: none"> Increased parent involvement during the school day Increased community involvement Increased college and career awareness 	Once in the Fall and in the Spring Texas Public Schools Week in March	
Encourage parents to access the Blazier website and provide them with PTA updates to encourage involvement in school activities and with outside of school activities.	1, 2, 3, 4, 6, 8, 9	M. Rodriguez (PSS) W. Bruck (counselor) G. Deas (ACE) Blazier PTA President/Board Administrators	<ul style="list-style-type: none"> Principal's Newsletter Maintain Blazier Website Promote Texas Book Festival Promote Explore UT Promote Marathon Kids 	<ul style="list-style-type: none"> Increased parent involvement Increased PTA membership Increased access to websites Provide buses to various community events (ex: Texas Book Festival, Explore UT, Marathon Kids) 	Ongoing throughout the school year Fall and Spring activities	
Continue to provide communication regarding academic progress and school/community resources, events, or opportunities in a language that parents understand and through various communication venues.	1, 2, 3, 4, 6, 8, 9	M. Rodriguez (PSS) W. Bruck (counselor) G. Deas (ACE) Administrators Teachers/Staff	<ul style="list-style-type: none"> Newsletters in both English and Spanish Notices/flyers in English and Spanish Website and Messenger calls in English/Spanish 	<ul style="list-style-type: none"> Equal access to information for families in both languages Increased parental participation Increased effectiveness of communication between home and school. 	Ongoing throughout the school year.	
Provide transition opportunities for parents of PK and EC students moving into Kindergarten.	1, 2, 3, 4, 6, 8, 9, 11	M. Rodriguez (PSS) W. Bruck (counselor) G. Deas (ACE) Administrators PK/KG Classroom Teachers	<ul style="list-style-type: none"> Kinder Round-Up Parent Coffee Chats Counselor/PSS parent sessions Kinder class visits 	<ul style="list-style-type: none"> Increased attendance of parents at information sessions regarding transition Increased attendance at KG round up event 	BOY (Aug/Sept) for current Kinder families EOY (May) for families entering Kinder	

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

Table #DR-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
Establish and ensure a campus-wide awareness of Blazier Goals based on needs decided by data analysis and campus teachers.	1, 2, 3, 4, 5, 6, 7, 8, 9	Administrators Specialists/Instructional Coaches Classroom Teachers	<ul style="list-style-type: none"> Blazier Data (STAAR, Benchmarks, DRA/EDL) Grade Level discussions and reflections of data 	<ul style="list-style-type: none"> Increased teacher knowledge on effective practices in areas of need Increased teacher capacity and development of teaching practices Increased knowledge of TEKS alignment 	August 2014 –June 2015 Ongoing throughout the school year	
Establish a Teacher Leadership Professional Development (TLPD) Team that meets to determine professional development needed campus-wide based on school data.	1, 2, 3, 4, 5, 6, 7, 8, 9	Administrators Specialists/Instructional Coaches TLPD Teachers Classroom Teachers	<ul style="list-style-type: none"> Time provided to plan for PD opportunities Representation from every grade level Blazier Data 	<ul style="list-style-type: none"> Increased teacher knowledge on effective practices in areas of need Increased teacher capacity and development of teaching practices Increased knowledge of TEKS alignment 	August 2014 –June 2015 Ongoing throughout the school year	
Consistently meet with Vertical Teams to address professional development focused on campus-wide goals. (2014-15 Focus on Tier II & III Intervention and Progress Monitoring)	1, 2, 3, 4, 5, 6, 7, 8, 9	Administrators Specialists/Instructional Coaches Classroom Teachers	<ul style="list-style-type: none"> Intervention Resources District Support Representatives (RTI, TEMI, etc) TEKS/CRMs Time allotted to meet with Vertical Teams Teacher professional dev. 	<ul style="list-style-type: none"> Increased teacher knowledge on effective practices in areas of need Increased teacher capacity and development of teaching practices Increased knowledge of interventions/progress monitoring alignment 	August 2014 –June 2015 Ongoing throughout the school year	
Consistently meet with Campus Cadres to address specific needs of students in our school community.	1, 2, 3, 4, 5, 6, 7, 8, 9	Administrators Specialists/Instructional Coaches Classroom Teachers <ul style="list-style-type: none"> GT Cadre Sp Ed/504 Cadre Dual Language Cadre SEL/PBS Cadre 	<ul style="list-style-type: none"> Resources pertaining to topics District Support Reps. TEKS/CRMs Time allotted to meet with Cadres Other prof. dev. 	<ul style="list-style-type: none"> Increased teacher knowledge on effective practices in areas of need Increased teacher capacity and development of teaching practices Report back to grade levels 	August 2014 –June 2015 Ongoing throughout the school year	

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

Table #DR-4

Performance Objective: Adequate and appropriate campus-level professional development will be provided.						
Note: This action plan component must be approved by the CAC.						
Applicable Strategic Plan Goal(s): 1,2,3						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
		<ul style="list-style-type: none"> Technology Cadre New Teacher Cadre 				

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

Special Education Service in LRE – All Levels

Table #DR-10						
Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.						
Condition: If rate < 68%					Source: SPED C-IEP (H) 4 th 6 weeks	
Campus rate: 65.4%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review campus level data on SPED representation provided by SPED department.	1, 2, 3, 4, 5, 7, 8, 9	Administrators Special Ed Teachers W. Bruck (counselor) Classroom Teachers	<ul style="list-style-type: none">Analyze data to determine specific areas of need for each individual student.	<ul style="list-style-type: none">Ensure students are appropriately identified and served in least restrictive environments with increased opportunities for inclusive placements.	September 2014 – June 2015 Every 9 weeks	
Continue to provide PD for general education teachers and special education staff on how to effectively serve SPED students in an inclusion setting.	1, 2, 3, 4, 5, 7, 8, 9	Administrators Special Ed Teachers W. Bruck (counselor) Classroom Teachers Laurel Nelle 504/Sp Ed Cadre	<ul style="list-style-type: none">Collaborate with Child Study V-Team facilitator to train staff on Tier 2 and Tier 3 interventionsProvide PD on how to differentiate for special education students when	<ul style="list-style-type: none">Teachers trained on using interventions to better meet the need of individual students in the general education classroom.Increased teacher confidence and skill set in identifying	September 2014 – June 2015 Monthly afterschool and during planning	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-10

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

Condition: If rate < 68%

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

Campus rate: 65.4%

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
			in the general ed. classroom	interventions, modifications, accommodations for SPED students in the classroom.		
Review campus level data on SPED representation provided by SPED department and conduct mini needs assessments every week with SPED team to discuss student progress.	1, 2, 3, 4, 5, 7, 8, 9	Administrators Special Ed Teachers A. Arredondo (Sp Ed Chair) W. Bruck (counselor) Classroom Teachers	<ul style="list-style-type: none"> Ensure all staff members and students participate in professional development Monthly SPED team meetings 	<ul style="list-style-type: none"> Staff and students will participate in PD activities. Provide notes to administration. 	September 2014 – June 2015 Ongoing	

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

ELL Proficiency Levels – All Levels

Table #DR-12						
Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).						
Condition: If percentage of LEP students at beginning proficiency level over two-year period > 4.5%					Source: AISD CDA Report/TELPAS	
Campus rate: 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, 3, 4, 7, 8, 9	Administrators Lupe Molina Specialists/Instructional Coaches Dual Language Teachers	<ul style="list-style-type: none">DL teachers will continue to build upon the components implemented year to year. Strengthen our DL program every year with one-way dual language and two-way cohortsProvide support to DL teachers with regards to PD, resources, and instructional support.Meet with DL teachers on a monthly basis to discuss needs, review articles/chapters regarding PD on DL program implementation/best practices.	<ul style="list-style-type: none">Improvement on walkthrough data as indicated by Gomez and Gomez representatives.Evidence of Dual Language implementation on classroom walkthroughs of DL classes by administrators.	September and ongoing October DL visit Monthly visits from DL support team	
Ensure administrative staff and DL teachers attend all DL trainings	1, 2, 3, 4, 5, 7, 8, 9	Administrators Lupe Molina Specialists/Instructional Coaches Dual Language Teachers	<ul style="list-style-type: none">Inform all staff of upcoming trainings provided by the district.Admin/support staff will attend DL trainings with DL teachers.	<ul style="list-style-type: none">Verify in HCP that staff members have complied with trainings.Increase of DL teachers having received PD	September and ongoing	
Provide schedules that ensure appropriate instruction in content areas is in Spanish and	1, 2, 3, 4, 7, 8, 9	Administrators Lupe Molina	<ul style="list-style-type: none">Share schedules with DL teachers	<ul style="list-style-type: none">Campus walkthroughs in DL classroom will verify teachers	September and ongoing	

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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-12

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

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

Source: AISD CDA Report/TELPAS

Campus rate: 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
appropriate instruction in content areas is in English in all DL classrooms PK-5 th .		Specialists/Instructional Coaches Dual Language Teachers	<ul style="list-style-type: none"> Keep teachers updated with schedule/program changes 	are adhering to DL components and schedules.		
For 2 nd -5 th provide 2 reading periods, one in English and one in Spanish	1, 2, 3, 4, 7, 8, 9	Administrators Lupe Molina Specialists/Instructional Coaches Dual Language Teachers	<ul style="list-style-type: none"> Share schedules with DL teachers Provide follow up session to DL teachers to discuss any conflicts or areas of concern with regards to schedule or components 	<ul style="list-style-type: none"> Campus walkthroughs in 2nd-5th grade DL classroom will verify teachers are adhering to the two reading periods. 	September and ongoing	
Analyze data and research best practices to align reading instruction with strategies and interventions, including balanced literacy practices, to ensure the best program delivery for our English Language Learners in reading and writing.	1, 2, 3, 4, 5, 7, 8, 9	Administrators Lupe Molina Specialists/Instructional Coaches Dual Language Teachers	<ul style="list-style-type: none"> Guided reading daily Conceptual Refinement daily Bilingual Pairs daily Provide PD on effective ESL strategies and formative assessment ideas Intervention materials 50 Strategies PD and resources PD on ELPS integration 	<ul style="list-style-type: none"> ELPS reflected in weekly lesson plans Conduct classroom observations and provide feedback to DL teachers. Monitor progress to ensure 80% of students receive an 80 or better on weekly assessments administered in their L2 	September and ongoing	

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

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

Programs/Services	Describe how the campus is meeting needs of at-risk students with SCE resources:
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	10,000 (Local) Provide academic support to high needs students through extended day activities/tutorials.
General Supplies for at-risk students:	37,323.00 (Local) Purchase of student resources and materials to enhance the classroom, support learning, and provide additional reading resources to identified at risk students.
(2) Reading specialists (to include literacy coaches):	\$114,732.00 (Title I) Provide academic support to high needs students in small group settings.
Elementary Counselors:	\$51,853.00 (Local) Provide social and emotional support, skills, and resources to at risk or high needs students.
(.50) Parent Support Specialist (or other parent involvement expenses):	\$23,023.00 (Title 1) Provide support to at risk students and their families through workshops, conducting home visits; provide resources and transition services to help increase their academic achievement.

APPENDIX A-2

Highly Qualified Teacher Recruitment and Retention Plan

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

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

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

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

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

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

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

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

APPENDIX A-3 Pregnancy Related Services

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

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

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

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 2) 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.
- 3) 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.
- 4) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

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

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

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

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

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

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

Type of Expenditure	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
*Specialists(s)/Coach(s) - w/teachers	Provide support to students and teachers during the school day that is focused on best practices and student academic needs.	Increased STAAR Results, DRA Results at College Readiness. Strengthen independent reading program in all grade levels. Increase teacher capacity, knowledge, and skills to meet students’ academic needs.	\$56,654	Increased STAAR results and DRA results. Increase achievement in core content areas. Increased teacher capacity, knowledge, and skill.
*Specialists(s)/Coach(s) - w/teachers	Provide support to students and teachers during the school day that is focused on best practices and student academic needs.	Increased STAAR Results, DRA Results at College Readiness. Strengthen independent reading program in all grade levels. Increase teacher capacity, knowledge, and skills to meet students’ academic needs.	\$58,078	Increased STAAR results and DRA results. Increase achievement in core content areas. Increased teacher capacity, knowledge, and skill.
*.5 PSS	Parent Support Specialist to work with community stake-holders, partners, parents, teachers, and staff in an effort to support student achievement.	Increase support to our school community so that students and parents have more access to resources and opportunities for support in school content areas.	\$23,023	Increased student achievement.
Subs	Provide PD for teachers during school day.	Ongoing professional development.	\$5,264	Increased student achievement. Increased teacher capacity, knowledge, and skill.
Salary Adjustment			\$6,888	
Instructional Supplies, Materials, and Equipment				
General Supplies	Purchase supplies for trainings/workshops.	Parents need supplies when learning how to help their child at home. Curriculum	\$500	Increased student achievement.

		materials for training modules.		
Food/Refreshments	Purchase supplies for trainings & make/take workshops. Purchase of curriculum to enhance parent engagement in child's school.	Light refreshments for parents while attending workshops/trainings that will help their students academically.	\$500	Increased student achievement.
			\$	
Professional Development/Staff Training				
			\$	
			\$	
			\$	
Community Services (Function 61)				
			\$	
			\$	
			\$	
Other Requests				
			\$	
			\$	
			\$	
TOTAL (Must Match BTO Total)			\$150,907	

Campus Scorecard 2014-15
185 - Blazier Elementary

The following indicators are included in the campus scorecard:

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

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

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

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

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

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

STAAR Reading - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	35%	31%	39%	48%
Afr Amer	36%	19%	30%	40%
Hispanic	35%	30%	36%	46%
White	33%	43%	59%	66%
Asian	*	*	60%	66%
Two+	*	33%	*	58%
SpEd	41%	39%	37%	46%
ECD	32%	25%	35%	45%
ELL	19%	29%	34%	44%

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	29%	29%	42%	51%
Afr Amer	24%	25%	30%	40%
Hispanic	30%	26%	41%	50%
White	23%	60%	59%	66%
Asian	*	*	50%	58%
Two+	*	*	*	58%
SpEd	19%	21%	50%	58%
ECD	25%	24%	39%	48%
ELL	29%	25%	39%	48%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	18%	18%	37%	46%
Afr Amer	30%	18%	*	24%
Hispanic	13%	18%	38%	47%
White	36%	25%	50%	58%
Asian	*	*	*	43%
Two+	*	*	*	58%
SpEd	33%	31%	*	27%
ECD	12%	16%	33%	43%
ELL	15%	15%	40%	49%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	28%	30%	39%	48%
Afr Amer	<1%	36%	*	26%
Hispanic	28%	28%	37%	46%
White	70%	50%	64%	69%
Asian	*	*	*	100%
Two+	-	*	*	100%
SpEd	33%	7%	38%	47%
ECD	27%	24%	35%	45%
ELL	15%	19%	35%	44%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	11%	15%	13%	17%
Afr Amer	3%	6%	*	8%
Hispanic	11%	13%	14%	18%
White	17%	29%	*	15%
Asian	*	*	*	14%
Two+	*	33%	*	17%
SpEd	3%	3%	*	12%
ECD	8%	11%	10%	15%
ELL	3%	13%	12%	16%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	9%	10%	20%	24%
Afr Amer	6%	3%	*	16%
Hispanic	10%	8%	19%	23%
White	7%	31%	27%	31%
Asian	*	*	*	34%
Two+	*	*	*	52%
SpEd	<1%	<1%	18%	22%
ECD	9%	7%	17%	21%
ELL	8%	6%	17%	21%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Writing - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	2%	1%	*	6%
Afr Amer	<1%	<1%	*	5%
Hispanic	1%	2%	*	7%
White	9%	<1%	*	5%
Asian	*	*	*	5%
Two+	*	*	*	5%
SpEd	<1%	<1%	*	5%
ECD	1%	2%	*	6%
ELL	3%	4%	*	7%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	4%	7%	15%	19%
Afr Amer	<1%	9%	*	5%
Hispanic	3%	7%	15%	19%
White	20%	10%	*	22%
Asian	*	*	*	5%
Two+	-	*	*	52%
SpEd	<1%	<1%	*	5%
ECD	5%	7%	10%	14%
ELL	<1%	3%	14%	19%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	59%	57%	70%
Afr Amer	79%	56%	60%
Hispanic	56%	56%	70%
White	65%	64%	70%
Amer Ind	-	*	100%
Asian	-	*	70%
Two+	*	*	70%
SpEd	*	81%	85%
ELL	44%	53%	70%

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	63%	76%	80%
Afr Amer	58%	67%	70%
Hispanic	63%	76%	80%
White	61%	76%	80%
Amer Ind	-	*	100%
Asian	-	*	60%
Two+	*	*	100%
SpEd	*	60%	65%
ELL	53%	79%	85%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Reading - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	19%	15%	20%
Afr Amer	26%	*	30%
Hispanic	18%	16%	20%
White	24%	*	15%
Amer Ind	-	*	100%
Asian	-	*	10%
Two+	*	*	10%
SpEd	*	*	15%
ELL	11%	11%	20%

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	24%	35%	40%
Afr Amer	37%	33%	35%
Hispanic	20%	36%	40%
White	39%	29%	30%
Amer Ind	-	*	100%
Asian	-	*	55%
Two+	*	*	30%
SpEd	*	*	30%
ELL	<1%	42%	45%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Primary Reading Assessment EOY On or Above Grade Level

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
Kinder DRA English	89%	81%	84%	90%
Kinder DRA Spanish	88%	90%	86%	90%
1st DRA English	71%	63%	81%	90%
1st DRA Spanish	75%	64%	67%	90%
2nd DRA English	68%	69%	69%	90%
2nd DRA Spanish	71%	58%	64%	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	96.9%	96.9%	96.2%	96.0%	96.2%
Afr Amer	97.1%	95.5%	95.3%	96.2%	96.4%
Hispanic	97.0%	97.1%	96.2%	96.0%	96.2%
White	96.1%	96.4%	96.4%	95.9%	96.1%
Amer Ind	*	*	*	*	98.6%
Asian	98.4%	98.4%	97.9%	97.4%	97.5%
Two+	97.3%	97.0%	95.3%	96.4%	96.5%
ECD	96.9%	96.8%	96.0%	95.8%	96.0%

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%	9	<1%	5	<1%	0.00%
Afr Amer	5	6.02%	*	*	*	*	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 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	8	<1%	*	*	6	<1%	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	5	<1%	0.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	*	*	*	*	*	*	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Fall Enrollment (PEIMS Snapshot Date)

	2012-13 Actual	2013-14 Estimated
All Students	976	970
Afr Amer	81	73
Hispanic	764	734
White	92	97
Amer Ind	3	3
Asian	15	18
Two+	21	45

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	182	12	7%	179	14	8%	7%
Afr Amer	-	-	-	*	*	*	0%
Hispanic	168	12	7%	165	14	8%	7%
White	5	*	*	123	12	10%	9%
SpEd	8	*	*	9	*	*	20%
ECD	166	11	7%	159	14	9%	8%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	14	5	36%	12	5	42%	14	5	36%	7	*	*	13	7	54%	9	*	*
F	Hispanic	137	77	56%	76	47	62%	170	101	59%	79	53	67%	157	84	54%	90	55	61%
F	White	16	12	75%	5	*	*	19	14	74%	10	9	90%	15	9	60%	8	5	62%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		167	94	56%	93	55	59%	203	120	59%	96	66	69%	185	100	54%	107	64	60%
M	Afr Amer	23	16	70%	11	8	73%	20	15	75%	11	9	82%	16	11	69%	5	5	>99%
M	Hispanic	149	68	46%	74	65	88%	169	80	47%	80	63	79%	174	87	50%	93	68	73%
M	White	17	13	76%	11	8	73%	20	16	80%	9	8	89%	24	17	71%	10	9	90%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		189	97	51%	96	81	84%	209	111	53%	100	80	80%	214	115	54%	108	82	76%
Total		356	191	54%	189	136	72%	412	231	56%	196	146	74%	399	215	54%	215	146	68%

Data Source: AISD Fitnessgram

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6112-EL-185-5-24-0-00	Subs for Tchr - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-00-185-5-24-0-00	Extra Duty - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-EL-185-5-24-0-00	Extra Duty - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R4-185-5-24-0-00	Extra Duty - CP-At Risk Stdnt Sup-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-185-5-24-0-00	Extra Duty - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-185-5-24-0-00	Extra Duty - CP-AYP Elem-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-185-5-30-0-00	Extra Duty - CP-AFL-Blazier	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-00-185-5-24-0-00	Professional Salary - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-90-185-5-24-0-00	Professional Salary - CP-PreK-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-R4-185-5-24-0-00	Professional Salary - CP-At Risk Stdnt Sup-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-185-5-24-0-00	Professional Salary - CP-Read Literacy-Blazier	44,439.00	0.00	5,337.51	39,101.49	87.98 %
199-11-6121-CP-185-5-24-0-00	Overtime - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R4-185-5-24-0-00	Overtime - CP-At Risk Stdnt Sup-Blazier	0.00	0.00	9.90	-9.90	0.00 %
199-11-6121-R8-185-5-24-0-00	Overtime - CP-AYP Elem-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-185-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-B1-185-5-30-0-00	Part-Time Hourly - CP-AFL-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-00-185-5-24-0-00	Support Personnel Salary - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-185-5-24-0-00	Support Personnel Salary - CP-At Risk Stdnt Sup-Blazier	48,000.00	0.00	4,534.99	43,465.01	90.55 %
199-11-6141-00-185-5-24-0-00	FICA - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-185-5-24-0-00	FICA - CP-PreK-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-CP-185-5-24-0-00	FICA - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-EL-185-5-24-0-00	FICA - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-185-5-24-0-00	FICA - CP-At Risk Stdnt Sup-Blazier	3,672.00	0.00	211.67	3,460.33	94.23 %
199-11-6141-R5-185-5-24-0-00	FICA - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-185-5-24-0-00	FICA - CP-AYP Elem-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-185-5-24-0-00	FICA - CP-Read Literacy-Blazier	3,400.00	0.00	274.20	3,125.80	91.93 %
199-11-6141-B1-185-5-30-0-00	FICA - CP-AFL-Blazier	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-185-5-24-0-00	Health/Life Ins - CP-Blazier	32,903.00	0.00	0.00	32,903.00	100.00 %
199-11-6142-90-185-5-24-0-00	Health/Life Ins - CP-PreK-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-EL-185-5-24-0-00	Health/Life Ins - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-185-5-24-0-00	Health/Life Ins - CP-At Risk Stdnt Sup-Blazier	10,954.00	0.00	909.80	10,044.20	91.69 %
199-11-6142-R5-185-5-24-0-00	Health/Life Ins - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %

User: SPATTERS
Report: CAMPUS_EXP
Instance: Austin ISD-Production

Current Date: 10/17/2014
Time: 10:21:45
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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-RR-185-5-24-0-00	Health/Life Ins - CP-Read Literacy-Blazier	5,458.00	0.00	454.90	5,003.10	91.66 %
199-11-6143-00-185-5-24-0-00	Wk's Comp - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-90-185-5-24-0-00	Wk's Comp - CP-PreK-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-CP-185-5-24-0-00	Wk's Comp - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-EL-185-5-24-0-00	Wk's Comp - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-185-5-24-0-00	Wk's Comp - CP-At Risk Stdnt Sup-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-185-5-24-0-00	Wk's Comp - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-185-5-24-0-00	Wk's Comp - CP-AYP Elem-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-185-5-24-0-00	Wk's Comp - CP-Read Literacy-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-185-5-30-0-00	Wk's Comp - CP-AFL-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-185-5-24-0-00	Teacher Retirement - CP-Blazier	283.00	0.00	0.00	283.00	100.00 %
199-11-6146-90-185-5-24-0-00	Teacher Retirement - CP-PreK-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-CP-185-5-24-0-00	Teacher Retirement - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-185-5-24-0-00	Teacher Retirement - CP-At Risk Stdnt Sup-Blazier	264.00	0.00	19.80	244.20	92.50 %
199-11-6146-R5-185-5-24-0-00	Teacher Retirement - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-185-5-24-0-00	Teacher Retirement - CP-AYP Elem-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-185-5-24-0-00	Teacher Retirement - CP-Read Literacy-Blazier	1,023.00	0.00	28.03	994.97	97.26 %
199-11-6146-B1-185-5-30-0-00	Teacher Retirement - CP-AFL-Blazier	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		161,217.00	0.00	11,780.80	149,436.20	
199-11-6249-EL-185-5-24-0-00	Equip Maint Repairs - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6299-EL-185-5-24-0-00	Reproduction Costs - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		0.00	0.00	0.00	0.00	
199-11-6396-EL-185-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit -	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-185-5-24-0-00	General Supplies - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-EL-185-5-24-0-00	General Supplies - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R5-185-5-24-0-00	General Supplies - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-11-6411-EL-185-5-24-0-00	Employee Travel - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-11-6494-EL-185-5-24-0-00	Field Trips - CP-Elementary-Blazier	0.00	0.00	0.00	0.00	0.00 %

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199-11-6494-B1-185-5-30-0-00	Field Trips - CP-AFL-Blazier	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		0.00	0.00	0.00	0.00	
11 Total		161,217.00	0.00	11,780.80	149,436.20	
199-13-6118-R5-185-5-24-0-00	Extra Duty - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-185-5-24-0-00	Professional Salary - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-185-5-24-0-00	FICA - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-R5-185-5-24-0-00	FICA - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-185-5-24-0-00	Health/Life Ins - CP-Blazier	2,531.00	0.00	0.00	2,531.00	100.00 %
199-13-6142-R5-185-5-24-0-00	Health/Life Ins - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-185-5-24-0-00	Wk's Comp - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-185-5-24-0-00	Teacher Retirement - CP-Blazier	283.00	0.00	0.00	283.00	100.00 %
199-13-6146-R5-185-5-24-0-00	Teacher Retirement - CP-SSIG-Blazier	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		2,814.00	0.00	0.00	2,814.00	
199-13-6298-R6-185-5-24-0-00	Misc Contracted Services - CP-Tech Support/1D-Blazier	1,693.00	1,692.31	0.00	0.69	0.04 %
Total 6200 Purchase & Contracted Services		1,693.00	1,692.31	0.00	0.69	
13 Total		4,507.00	1,692.31	0.00	2,814.69	
199-23-6125-EL-185-5-24-0-00	Part-Time Hourly - CP-Elem Campus-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-23-6129-EL-185-5-24-0-00	Support Personnel Salary - CP-Elem Campus-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-EL-185-5-24-0-00	FICA - CP-Elem Campus-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-EL-185-5-24-0-00	Wk's Comp - CP-Elem Campus-Blazier	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
199-23-6396-R6-185-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	

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23 Total		0.00	0.00	0.00	0.00	
199-31-6118-00-185-5-24-0-00	Extra Duty - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-185-5-24-0-00	Professional Salary - CP-Blazier	51,853.00	0.00	5,823.09	46,029.91	88.77 %
199-31-6121-00-185-5-24-0-00	Overtime - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-31-6141-00-185-5-24-0-00	FICA - CP-Blazier	4,297.00	0.00	330.57	3,966.43	92.30 %
199-31-6142-00-185-5-24-0-00	Health/Life Ins - CP-Blazier	5,355.00	0.00	409.10	4,945.90	92.36 %
199-31-6143-00-185-5-24-0-00	Wk's Comp - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-185-5-24-0-00	Teacher Retirement - CP-Blazier	488.00	0.00	39.24	448.76	91.95 %
Total 6100 Payroll Costs		61,993.00	0.00	6,602.00	55,391.00	
199-31-6219-CP-185-5-24-0-00	Professional Services - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-31-6299-CP-185-5-24-0-00	Reproduction Costs - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		0.00	0.00	0.00	0.00	
199-31-6329-CP-185-5-24-0-00	Reading Materials - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-31-6396-CP-185-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-Campus	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-185-5-24-0-00	General Supplies - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-31-6411-CP-185-5-24-0-00	Employee Travel - CP-Campus Cost-Blazier	500.00	0.00	0.00	500.00	100.00 %
199-31-6495-CP-185-5-24-0-00	Professional Dues - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-31-6499-CP-185-5-24-0-00	Misc Operating Expenses - CP-Campus Cost-Blazier	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		500.00	0.00	0.00	500.00	
31 Total		62,493.00	0.00	6,602.00	55,891.00	
199-51-6121-EL-185-5-24-0-00	Overtime - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-51-6141-EL-185-5-24-0-00	FICA - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-51-6143-EL-185-5-24-0-00	Wk's Comp - CP-Blazier	0.00	0.00	0.00	0.00	0.00 %

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
51 Total		0.00	0.00	0.00	0.00	
199-61-6118-B1-185-5-30-0-00	Extra Duty - CP-AFL-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-61-6121-B1-185-5-30-0-00	Overtime - CP-AFL-Blazier	0.00	0.00	25.29	-25.29	0.00 %
199-61-6129-B1-185-5-30-0-00	Support Personnel Salary - CP-AFL-Blazier	16,000.00	0.00	2,225.10	13,774.90	86.09 %
199-61-6139-B1-185-5-30-0-00	Employee Allowance - CP-AFL-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-185-5-30-0-00	FICA - CP-AFL-Blazier	1,224.00	0.00	135.73	1,088.27	88.91 %
199-61-6142-B1-185-5-30-0-00	Health/Life Ins - CP-AFL-Blazier	2,734.00	0.00	245.46	2,488.54	91.02 %
199-61-6143-B1-185-5-30-0-00	Wk's Comp - CP-AFL-Blazier	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-185-5-30-0-00	Teacher Retirement - CP-AFL-Blazier	68.00	0.00	9.83	58.17	85.54 %
Total 6100 Payroll Costs		20,026.00	0.00	2,641.41	17,384.59	
61 Total		20,026.00	0.00	2,641.41	17,384.59	
Total Fund 199 General Fund		248,243.00	1,692.31	21,024.21	225,526.48	

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		248,243.00	1,692.31	21,024.21	225,526.48	

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