

# **Guerrero-Thompson Elementary School**

**2014-2015**

**Campus Improvement Plan**

**Austin Independent School District**

## CIP CHECKLIST AND CONFIRMATION

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

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

Approximate hours spent on CIP development	<b>Hours</b>
<ul style="list-style-type: none"> <li>By CAC and/or CAC subcommittees</li> </ul>	5
<ul style="list-style-type: none"> <li>By campus administration and/or leadership team</li> </ul>	10

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

Position	Name	Date
Principal	La Kesha Drinks	9/30/14
Co-Chair	Setareh Hedayatifar	9/30/14
Co-Chair		



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

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

### ***Mission***

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

### ***Vision***

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

### ***Values***

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

### ***Goals***

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

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

Non-Voting Members	Name
Principal	La Kesha Drinks

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 <sup>nd</sup> Tues):	4 <sup>th</sup> Thursday
Time:	4:00 p.m.

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Maria Emelda Garcia						
Parent	Christopher Peña						
Parent	Angelica Mendoza						
Parent	Lourdes Mendoza (PTA Designee)			✓			
Parent	Vacant	✓					
Parent	Vacant						
Professional Staff Member	Antoinette Booe					✓	Special education teacher
Professional Staff Member	Setareh Hedayatifar	✓			✓		2 <sup>nd</sup> grade teacher-bilingual
Professional Staff Member	Alina Reyes				✓		1 <sup>st</sup> grade teacher-bilingual
Professional Staff Member	Marty Bruner		✓				Librarian
Professional Staff Member	Paige Swift				✓		4 <sup>th</sup> grade teacher-ESL
Professional Staff Member	Ida Rodriguez				✓		5 <sup>th</sup> grade teacher-bilingual
Classified Staff Member	Janie Serna						
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Missy Quintela North Austin Branch YMCA						
Community Representative	Susan Barnes						

## 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)*

- **HB5 Overall Community and Student Engagement Survey**

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

- Implementation of effective core academic programs
- Coordinated School Health, Fitness, P.E., Nutrition, Staff Wellness
- Learning Support Services
- Special Education
- Parent Involvement
- Professional Development
- Primary and Intermediate Reading
- HB5 Components (Fine arts, Health and Wellness, 21<sup>st</sup> Century Workforce Development, Second Language Acquisition, Digital Learning Environment, Dropout Prevention, and Advanced Academics/Gifted and Talented)

## 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: Implement strong core academic programs with focus on reading, math, and science.**

Applicable Strategic Plan Goal(s): Maintain strong core academic programs with focus on reading, math, science and writing.

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
<p>a. Accelerate academic achievement of Pre-K through 5<sup>th</sup> grade students through the delivery of a rigorous approach aligned to the Texas Essential Knowledge and Skills for Reading Comprehension.</p> <p>The responsible staff will:</p> <p>Review literacy goals, including new target DRA/EDL levels, and develop a scope and sequence for reading comprehension objectives.</p> <p>Maintain academic word walls (Beginning in August, updated throughout the year).</p>	1, 2, 3,4,6, 7, 8,9,10,11	Classroom Teachers Campus ILT Principal Assistant Principal	Time and financial resources for materials and effective professional development	Increase in student achievement on state and district assessments from BoY to EoY.	May 2015	In progress

## 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

Scaffold academic performance with differentiated instruction (Implement daily during literacy instruction).

Post and communicate TEKS student expectations in student language.

Align all instruction and tasks to the TEKS student expectations.

Promote reading fluency and comprehension through shared reading, guided reading and Accelerated Reader.

Use common assessment data to differentiate instruction and target interventions for students.

Provide reading interventions both during and after the school day for students in 1st – 5th grade (Funding source BTO and Title I).



## 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 |
|---|--|---|

<p>Participate in professional development on all components being implemented.</p> <p>Hold weekly common planning sessions with all teachers to implement plan and new learning.</p> <p>Communicate plan, expectations, and results with all families in their home language.</p> <p>Implement best writing practices in EC classrooms that align with the best practices being implemented in kindergarten classrooms.</p> <p>Provide parents with training that will enable them to support the building of literacy skills at home.</p>						
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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<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 |
|---|--|---|

b. Accelerate academic achievement of Pre-K through 5<sup>th</sup> grade students through the delivery of a rigorous approach aligned to the Texas Essential Knowledge and Skills

The responsible persons will:  
Implement daily numerical fluency assessment (Monitor at the beginning of each daily math lesson).

Provide daily interventions and support (daily small group provided by classroom teachers).

Extend fluency practices outside of the regular school day (daily individualized homework extension).

Post and communicate TEKS student expectations in student language.

## 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

Align all instruction and tasks to the TEKS student expectations.

Implement guided math lessons as a primary intervention tool during the school year.

Implement a vertically aligned vocabulary and problem solving organizer (SPAR).

Use common assessment data to differentiate instruction and target interventions for students.

Participate in professional development on all components being implemented.

Hold weekly common planning sessions with all teachers to implement plan and new learning.

Communicate plan, expectations, and results with all families in their home language.

## 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-2

☐ State: Below safeguard target

### Performance Objective: HB5 Community and Student Engagement Components

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
a. The school will offer at least three (3) fine arts after-school activities or student clubs, and parents will be notified in their preferred language of communication.	1,6, 9, 10	Fine arts staff Principal Parent Support Specialist	Time	Student survey and/or parent feedback	May 2015	Currently in progress
b. Students will have an opportunity to learn about creative careers through interaction with fine arts professionals and role model day.	1	Counselor Principal	Volunteers	Student survey	May 2015	Planning stages
c. Classroom teachers will provide students to participate in at least (2) literary publications.	2, 3, 4, 8,	Classroom teachers Instructional leadership team	Teachers will take part in training and planning sessions in order to support students.	Published copy of literature. HB5 survey	May 2015	Planning stages
d. The school will offer at least (3) three cultural awareness programs for students, parents, and staff during the school		Counselor Classroom teachers Parent support specialist		Title I documentation, parent survey and HB5 survey	May 2015	Planning stages

## 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

year.		Administration Parents				
e. The school will implement the programs SEL and No Place for Hate and provide training to both parents and teachers. Staff, students, and parents will assess the most needed skills at various points in the school year.	7,9,10	Counselor Classroom teachers Parent support specialist Administration Parents	Materials for activities Trainers for parent sessions	Title I documentation, survey and HB5 survey	May 2015	Planning stages
f. The school will provide at least two (2) parent or community outreach events that target families of Gifted and Talented students.	6	Administration Counselor Parent support specialist Parents	Materials for activities Trainers for parent sessions	Title I documentation, parent survey and HB5 survey	May 2015	Planning stages
g. The school will provide training for staff on how to recognize and prevent cyberbullying.	4	Administration Counselor	On-going professional development	District compliance documentation	May 2015	Planning stages
h. The school will display college pennants, displays of staff degree information, and participate in regular staff college dress days.		School staff	Materials for display	Walkthrough documentation	May 2015	Planning stages

## 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	<b>10</b> Communication with parents regarding student assessment results
<b>4</b> Ongoing PD	about use of assessment to improve perf.	<b>11</b> <b>Elementary Schools only:</b> EC/PK/EL transition programs

i. The student will participate in a career day, and parents will be provided an opportunity to participate in a college information session.	6	Counselor Classroom teachers Parent support specialist Administration Parents	Volunteers and literature	Parent and student feedback	May 2015	Planning stages
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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
a. All elementary teachers will teach five health and/or five CATCH lessons each nine-weeks. Teachers will receive on-going modeling of activities, and parents will participate in at least 2 activities during parent involvement opportunities.	1, 2, 3, 8,9, 10	Classroom teachers	HealthTeacher.com Professional development provided by PE teacher/Health Admin. Supervisor	Students will achieve proficient scores on report cards in Health and PE.	October 31- professional development June 2015- lessons	In progress and on-track
b. Entire school will participate in the HEB Community Challenge	1, 10	Principal and PE teachers	Time for data entry and tracking	All students will participate in "Let's Move Monday" each Monday in October and November.	11/18/2013	In progress and on-track
c. Campus will have two family fitness fun nights in collaboration with academic learning nights.	10	CATCH committee	Materials for games and parent literature	Sign-in sheets and observed implementation of strategies and activities provided during the program.	5/2014	Scheduled
d. 100% of students in grades 3-12 of the	10, 9, 1, 2, 3, 4, 6, 7	PE teachers	Time for assessment	All students' data will be entered in	5/2014	Scheduled

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
identified non-restricted students (under the health classification for 10 physical education) will be assessed using Fitnessgram, and parents will receive notification of the assessment and results in their preferred language of communication.				Fitnessgram according to teacher and campus.		
e. All students will participate in Marathon Kids.	1	Classroom teachers and PE teacher	Buses for Kick-off and Final Mile events	Completed tracking sheets	May 2015	Scheduled and on-track
f. Staff will be provided with at least three (3) opportunities to engage in fitness and wellness opportunities.	1, 4	CATCH committee	Instructors for fitness classes	Staff feedback	May 2015	Planning phase
g. Eliminate food fundraiser during the school day.		Campus administration	none	Fundraising applications	June 2015	Scheduled



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
a. All visitors will be required to sign-in and wear a visitor's badge.		Campus staff	Time to train all staff on safety procedures	100% of campus visitors will obtain a visitor's badge/ Safety audits will indicate that the strategy is effective and consistent	On-going	In progress
b. All campus visitors are required to use the main entrance to obtain access to campus.		Campus staff	Time to train all staff on safety procedures	100% of campus visitors will enter through the main office/ Safety audits will indicate that the strategy is effective and consistent	On-going	In progress
c. Campus will comply with expectations for the implementation of safety drills.		Assistant principal	Time to practice drills; audit of drill by AISD emergency management department	100% compliance on 2014-15 drill log	May 2015	In progress and on-track
d. Campus will revise		Administration	Training	Submitted plan to	August and	In progress

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
the comprehensive safety plan and plan will be reviewed with parents and staff in a language they understand.			opportunities for parents, students, and staff	emergency management	September 2014-staff Ongoing-students	and on-track

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
a. Promote parental engagement through the development of a PTA plan.	6, 1, 2	Campus staff	Parent support specialist, literature for parents	Documentation of parent involvement in PTA through sign-in logs.	May 2015	In progress and on-track
b. Monthly principal's coffees to discuss current campus goals, assessment data, PK-K and 5 <sup>th</sup> -6 <sup>th</sup> grade transitions, and achievements will be provided in a language that parents understand.	6, 1, 2, 10, 11	Principal and parent support specialist	Parent support specialist	Parents will sign-in at each coffee and periodically complete surveys on usefulness	May 2015	In progress and on-track
c. Parents will have the		Parent support	Presenters	Sign-in sheets and	May 2015	In progress

Table #DR-3

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

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
opportunity to participate in at least one training session per month.		specialist		surveys will be provided at the beginning end of each semester allowing parents to communicate need and levels of satisfaction with the sessions.		and on-track
d. Parents will receive written notification of all school-wide parental involvement opportunities in a language they understand.	6	Parent support specialist Administration		Sign-in sheets and surveys will be provided at the beginning end of each semester allowing parents to communicate need and levels of satisfaction with the sessions.	May 2015	In progress and on-track

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
Provide staff with the	1, 2, 3, 4, 5,	Instructional	Materials, extra	TELL survey and	June 2015	Initiated and

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
following professional development opportunities: <ul style="list-style-type: none"> <li>• Dinah Zikes Foldables</li> <li>• ESL strategies</li> <li>• Kagan Cooperative Strategies</li> <li>• Picture/Visual cards (during Oct. training)</li> <li>• Math Training for struggling students</li> <li>• Math Training-New SE's compared to old SE's</li> <li>• Effective communication with parents</li> <li>• Stress management for teachers</li> <li>• Power struggles teacher vs. student</li> </ul>	6, 7, 8, 9, 10	leadership team	duty pay	frequent staff surveys		on-going

**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: 9.6%			Does campus performance require inclusion of this objective? (Yes or No): Yes			
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
a. Students will receive regular interventions and undergo progress monitoring prior to a special education referral. Instructional staff members will communicate with parents throughout the Rtl process and provide them with strategies to use at home.	1,2,3,4,5,7,8, 9, 10	All instructional staff and campus administration.	Rtl professional development Support using eCST Intervention materials	C-IEP reports	June 2015	Currently in progress
b. Professional learning opportunities will be provided during weekly planning sessions targeting the differentiation of instruction.	1,2,3,4,7,8,9,10	Instructional and administrative staff	Time Planning resources Differentiated materials	C-IEP reports Common assessments Benchmark results Teacher documentation Lesson plans	June 2015	Currently in progress

### Special Education Service in LRE – All Levels

Table #DR-10	
<b>Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.</b>	
<b>Condition: If rate &lt; 68%</b>	Source: SPED C-IEP (H) 4 <sup>th</sup> 6 weeks
Campus rate: 55.3%	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
a. Include PPCD students in read alouds, recess, lunch, and assemblies as allowed by their IEPs.		Special education teachers Campus administration ARD committees	Staff	Student IEPs C-IEP	June 2015	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:

<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:	Instructional staff provides accelerated instruction and intervention outside of regular duty hours to students based on regular assessment data.
General Supplies for at-risk students:	General supplies that are used for daily instruction are ordered by teachers on a monthly basis, or as requested by their leadership team representative. Provides supports to economically disadvantaged and/or academically at risk students.
Reading specialists (to include literacy coaches):	Instructional staff provides accelerated instruction and intervention outside of regular duty hours to students based on regular assessment data.
Math specialist (FTE for math interventions):	N/A
Elementary Counselors:	The counselor provides support to students through class guidance lessons, small and individual group sessions, coordinating SEL and No Place for Hate, and parent trainings such as Love and Logic. These are additional social, emotional, and behavior supports affecting academic achievement provided to identified students in need.
Dropout prevention services:	N/A
DELTA (or other credit recovery programs):	N/A
Parent Support Specialist (or other parent involvement expenses):	The parent support specialist provides support to parent through trainings and connecting them with community resources. Prioritizes providing additional social, emotional, behavior supports affecting student achievement and community referral to at risk students and their families.
9 <sup>th</sup> Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	N/A

## APPENDIX A-2

### Highly Qualified Teacher Recruitment and Retention Plan

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

<input checked="" type="checkbox"/>	Work with staffing coordinator, identify staff not meeting HQ standards
<input checked="" type="checkbox"/>	Notify staff of deficit area(s)
	Agree with staff on appropriate ways to meet the standard
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	Provide bilingual and special education stipends
<input checked="" type="checkbox"/>	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):

<input checked="" type="checkbox"/>	Participate in district-sponsored job fairs
	Participate in recruiting trips
<input checked="" type="checkbox"/>	Provide mentors to first and second year teachers
<input checked="" type="checkbox"/>	Offer high-quality professional development
<input checked="" type="checkbox"/>	Provide leadership opportunities for teachers
<input checked="" type="checkbox"/>	Encourage participation in National Board program
<input checked="" type="checkbox"/>	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):

<input checked="" type="checkbox"/>	Assign teachers to areas in which already meet HQ
<input checked="" type="checkbox"/>	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
<input checked="" type="checkbox"/>	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-2, #DR-4, #DR-5
2	School wide reform strategies that provide opportunities for all students to meet state standards and advanced levels of achievement and that use effective methods/strategies based on scientifically based research	#CI-1, #CI-2, #DR-1, #DR-2, #DR-4, #DR-5
3	Instruction by highly qualified staff	#CI-1, #CI-2, #DR-1, #DR-2, #DR-4, #DR-5
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	#CI-1, #CI-2, #DR-1, #DR-2, #DR-5
5	Strategies to attract highly qualified teachers to high-need schools	#DR-4, #DR-5
6	Strategies to increase parental involvement	#CI-1, #CI-2, #DR-1, #DR-2, #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, #DR-1, #DR-4, #DR-5
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	#CI-1, #CI-2, #DR-1, #DR-4, #DR-5
9	Coordination and integration of federal, state, and local services and programs	#CI-1, #CI-2, #DR-1, #DR-4, #DR-5
10	Description of how campus will provide individual student academic assessment results to parents in a language they understand, including an interpretation of the results	#CI-1, #CI-2, #DR-1, #DR-2, #DR-4, #DR-5
11	<i>For Elementary:</i> Transition to K assistance to Pre-K/EC students	#CI-1, #DR-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	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<b><i>Personnel</i></b>				
Specialists	provide accelerated instruction during the school day	2014 STAAR and EoY assessments	\$71,311	2015 EoY assessments
Coaches	Support teachers will planning and the RtI process	2014 STAAR and EoY assessments	\$142,075	2015 EoY assessments
Classified (PSS and TA)	Support instructional staff, parents and teachers by providing classroom support and parent training sessions	2014 Parent survey	\$54,990	2015 Parent survey
Extra duty-tutoring	provide accelerated instruction after the school day	2014 EoY assessments	\$30,973	2015 EoY assessments
Extra-duty planning	PD opportunities for instructional staff	2014 EoY assessments and TELL survey	\$19,128	2015 EoY assessments and TELL survey
Substitutes	PD opportunities for instructional staff	2014 EoY assessments and TELL survey	\$5,000	2015 EoY assessments and TELL survey
Salary adjustments			\$13,394	
<b><i>Instructional Supplies, Materials, and Equipment</i></b>				
Reproduction	supplemental aids for core materials	2014 EoY assessments and TELL survey	\$10,000	2015 EoY assessments and TELL survey
Reading materials	supplemental aids for core materials	2014 EoY assessments and TELL survey	\$6,234	2015 EoY assessments and TELL survey

Testing materials	supplemental aids for core materials	2014 EoY assessments and TELL survey	\$14,205	2015 EoY assessments and TELL survey
Software	supplemental aids for core materials	2014 EoY assessments and TELL survey	\$5,781	2015 EoY assessments and TELL survey
General Supplies	supplement supplies purchased with BTO funds	2014 EoY assessments and TELL survey	\$30,361	2015 EoY assessments and TELL survey
Food/Refreshments	Provide snacks for tutorials.	2014 EoY assessments	\$1,000	2015 EoY assessments
Field Trips	Provide students with real world learning experiences.	2014 EoY assessments and TELL survey	\$3,281	2015 EoY assessments
<b>Professional Development/Staff Training</b>				
Reading materials	Provide professional development opportunities for teachers.	2014 TELL survey	\$10,000	2015 TELL survey, EoY assessments, and frequent campus surveys and teacher requests
General supplies	Provide professional development opportunities for teachers.	2014 TELL survey and campus survey	\$5,000	2015 TELL survey, EoY assessments, and frequent campus surveys and teacher requests
Reproduction	Provide professional development opportunities for teachers.	2014 TELL survey and campus survey	\$5,000	2015 TELL surveys and EoY assessments
<b>Community Services (Function 61)</b>				
General supplies	Provide trainings to enable parents to support their childrens learning and development.	2014 Parent Survey	\$2,034	2015 Parent Survey
Food/Refreshments	Provide trainings to enable parents to support their childrens learning and development.	2014 Parent Survey	\$2,000	2015 Parent Survey
Reproduction	Provide trainings to enable parents to support their childrens learning and development.	2014 Parent Survey	\$1,453	2015 Parent Survey
Employee travel	Provide trainings to enable	2014 Parent Survey	\$231	2015 Parent Survey

	parents to support their childrens learning and development.			
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<b><i>TOTAL (Must Match BTO Total)</i></b>	<b>\$433,451</b>
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Campus Scorecard 2014-15  
186 - Guerrero Thompson 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	n/a	n/a	25%	50%
Afr Amer	n/a	n/a	*	60%
Hispanic	n/a	n/a	24%	50%
White	n/a	n/a	*	50%
Asian	n/a	n/a	*	65%
Two+	n/a	n/a	*	50%
SpEd	n/a	n/a	41%	60%
ECD	n/a	n/a	26%	50%
ELL	n/a	n/a	15%	50%

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	n/a	n/a	34%	50%
Afr Amer	n/a	n/a	*	50%
Hispanic	n/a	n/a	35%	50%
White	n/a	n/a	*	50%
Asian	n/a	n/a	*	65%
Two+	n/a	n/a	*	50%
SpEd	n/a	n/a	65%	70%
ECD	n/a	n/a	35%	50%
ELL	n/a	n/a	25%	50%

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	n/a	n/a	21%	33%
Afr Amer	n/a	n/a	*	15%
Hispanic	n/a	n/a	20%	32%
White	n/a	n/a	-	0%
Asian	n/a	n/a	*	100%
Two+	n/a	n/a	*	15%
SpEd	n/a	n/a	*	58%
ECD	n/a	n/a	22%	33%
ELL	n/a	n/a	16%	29%

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	n/a	n/a	33%	50%
Afr Amer	n/a	n/a	*	65%
Hispanic	n/a	n/a	33%	50%
White	n/a	n/a	-	0%
Asian	n/a	n/a	*	50%
Two+	n/a	n/a	-	0%
SpEd	n/a	n/a	*	50%
ECD	n/a	n/a	33%	50%
ELL	n/a	n/a	*	50%

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	n/a	n/a	7%	11%
Afr Amer	n/a	n/a	*	29%
Hispanic	n/a	n/a	6%	11%
White	n/a	n/a	*	5%
Asian	n/a	n/a	*	52%
Two+	n/a	n/a	*	5%
SpEd	n/a	n/a	*	11%
ECD	n/a	n/a	7%	11%
ELL	n/a	n/a	*	8%

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	n/a	n/a	14%	19%
Afr Amer	n/a	n/a	*	5%
Hispanic	n/a	n/a	15%	19%
White	n/a	n/a	*	5%
Asian	n/a	n/a	*	52%
Two+	n/a	n/a	*	5%
SpEd	n/a	n/a	29%	33%
ECD	n/a	n/a	15%	19%
ELL	n/a	n/a	8%	12%

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	n/a	n/a	*	8%
Afr Amer	n/a	n/a	*	5%
Hispanic	n/a	n/a	*	7%
White	n/a	n/a	-	0%
Asian	n/a	n/a	*	100%
Two+	n/a	n/a	*	5%
SpEd	n/a	n/a	*	17%
ECD	n/a	n/a	*	8%
ELL	n/a	n/a	*	7%

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	n/a	n/a	10%	14%
Afr Amer	n/a	n/a	*	5%
Hispanic	n/a	n/a	10%	15%
White	n/a	n/a	-	0%
Asian	n/a	n/a	*	5%
Two+	n/a	n/a	-	0%
SpEd	n/a	n/a	*	29%
ECD	n/a	n/a	10%	14%
ELL	n/a	n/a	*	12%

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	n/a	59%	75%
Afr Amer	n/a	*	100%
Hispanic	n/a	57%	75%
White	n/a	-	0%
Amer Ind	n/a	-	0%
Asian	n/a	*	100%
Two+	n/a	-	0%
SpEd	n/a	*	75%
ELL	n/a	54%	75%

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	n/a	77%	85%
Afr Amer	n/a	*	100%
Hispanic	n/a	76%	85%
White	n/a	-	0%
Amer Ind	n/a	-	0%
Asian	n/a	*	100%
Two+	n/a	-	0%
SpEd	n/a	*	70%
ELL	n/a	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	n/a	17%	30%
Afr Amer	n/a	*	100%
Hispanic	n/a	15%	30%
White	n/a	-	0%
Amer Ind	n/a	-	0%
Asian	n/a	*	50%
Two+	n/a	-	0%
SpEd	n/a	*	30%
ELL	n/a	*	30%

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	n/a	38%	55%
Afr Amer	n/a	*	65%
Hispanic	n/a	37%	55%
White	n/a	-	0%
Amer Ind	n/a	-	0%
Asian	n/a	*	100%
Two+	n/a	-	0%
SpEd	n/a	*	30%
ELL	n/a	43%	55%

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

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

- Denominator is 0

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

	2011-12 Estimated	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
Kinder DRA English	-	-	75%	80%
Kinder DRA Spanish	-	-	77%	80%
1st DRA English	-	-	43%	70%
1st DRA Spanish	-	-	67%	75%
2nd DRA English	-	-	22%	70%
2nd DRA Spanish	-	-	33%	60%

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	n/a	n/a	n/a	96.2%	97.0%
Afr Amer	n/a	n/a	n/a	95.6%	97.0%
Hispanic	n/a	n/a	n/a	96.3%	97.0%
White	n/a	n/a	n/a	93.6%	95.0%
Amer Ind	n/a	n/a	n/a	*	98.0%
Asian	n/a	n/a	n/a	95.6%	97.0%
Two+	n/a	n/a	n/a	*	97.0%
ECD	n/a	n/a	n/a	96.2%	97.0%

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

\* Denominator is less than 900(excluding 0)

- Denominator is 0

## Discipline Targets

### Campus Discretionary Removals

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	# Discretionary Removals to Alt. Ed. Program	% Ethnic Group Removed	% Ethnic Group Removed
All Students	n/a	n/a	n/a	n/a	*	*	0.00%
Afr Amer	n/a	n/a	n/a	n/a	*	*	0.00%
Hispanic	n/a	n/a	n/a	n/a	*	*	0.00%
White	n/a	n/a	n/a	n/a	*	*	0.00%
Amer Ind	n/a	n/a	n/a	n/a	*	*	0.00%
Asian	n/a	n/a	n/a	n/a	*	*	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	n/a	n/a	n/a	n/a	*	*	0.00%
Afr Amer	n/a	n/a	n/a	n/a	*	*	0.00%
Hispanic	n/a	n/a	n/a	n/a	*	*	0.00%
White	n/a	n/a	n/a	n/a	*	*	0.00%
Amer Ind	n/a	n/a	n/a	n/a	*	*	0.00%
Asian	n/a	n/a	n/a	n/a	*	*	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	n/a	n/a	n/a	n/a	*	*	0.00%
Afr Amer	n/a	n/a	n/a	n/a	*	*	0.00%
Hispanic	n/a	n/a	n/a	n/a	*	*	0.00%
White	n/a	n/a	n/a	n/a	*	*	0.00%
Amer Ind	n/a	n/a	n/a	n/a	*	*	0.00%
Asian	n/a	n/a	n/a	n/a	*	*	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	-	668
Afr Amer	-	22
Hispanic	-	576
White	-	15
Amer Ind	-	1
Asian	-	18
Two+	-	35

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	n/a	n/a	n/a	226	27	12%	10%
Afr Amer	n/a	n/a	n/a	*	*	*	0%
Hispanic	n/a	n/a	n/a	219	25	11%	10%
White	n/a	n/a	n/a	165	22	13%	10%
SpEd	n/a	n/a	n/a	14	*	*	15%
ECD	n/a	n/a	n/a	222	27	12%	10%

Data Source: Contractor's Electronic Files  
 \* Numerator is less than 5 and denominator is > 0  
 - Denominator is 0

### Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	5	*	*	5	*	*
F	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	104	62	60%	54	32	59%
F	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	-	-	-
F	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	-	-	-	-	-
F		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	110	64	58%	59	35	59%
M	Afr Amer	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*	*	*
M	Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	118	49	42%	64	45	70%
M	White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	-	-	-
M	Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	-	-	-	-	-
M		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	122	53	43%	66	47	71%
Total		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	232	117	50%	125	82	66%

Data Source: AISD Fitnessgram  
 \* Numerator is less than 5 and denominator is > 0  
 - Denominator is 0

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

As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6118-B1-186-5-30-0-00	Extra Duty - CP-AFL-Guerrero-Thompson	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-RR-186-5-24-0-00	Professional Salary - CP-Read Lit-Guerrero-Thompson	48,765.00	0.00	5,476.30	43,288.70	88.77 %
199-11-6141-RR-186-5-24-0-00	FICA - CP-Read Lit-Guerrero-Thompson	3,731.00	0.00	309.06	3,421.94	91.71 %
199-11-6141-B1-186-5-30-0-00	FICA - CP-AFL-Guerrero-Thompson	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-RR-186-5-24-0-00	Health/Life Ins - CP-Read Lit-Guerrero-Thompson	459.00	0.00	7.65	451.35	98.33 %
199-11-6143-RR-186-5-24-0-00	Wk's Comp - CP-Read Lit-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-186-5-30-0-00	Wk's Comp - CP-AFL-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-186-5-24-0-00	Teacher Retirement - CP-Read Lit-Guerrero-Thompson	220.00	0.00	98.77	121.23	55.10 %
199-11-6146-B1-186-5-30-0-00	Teacher Retirement - CP-AFL-Guerrero-Thompson	20.00	0.00	0.00	20.00	100.00 %
<b>Total 6100 Payroll Costs</b>		<u>63,996.00</u>	<u>0.00</u>	<u>5,891.78</u>	<u>58,104.22</u>	
199-11-6399-CP-186-5-24-0-00	General Supplies - CP-Campus Cost-Guerrero-Thomp	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>11 Total</b>		<u>63,996.00</u>	<u>0.00</u>	<u>5,891.78</u>	<u>58,104.22</u>	
199-13-6119-RR-186-5-24-0-00	Professional Salary - CP-Read Lit-Guerrero-Thompson	45,675.00	0.00	0.00	45,675.00	100.00 %
199-13-6141-RR-186-5-24-0-00	FICA - CP-Read Lit-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-RR-186-5-24-0-00	Health/Life Ins - CP-Read Lit-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-RR-186-5-24-0-00	Wk's Comp - CP-Read Lit-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-186-5-24-0-00	Teacher Retirement - CP-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-RR-186-5-24-0-00	Teacher Retirement - CP-Read Lit-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<u>45,675.00</u>	<u>0.00</u>	<u>0.00</u>	<u>45,675.00</u>	
<b>13 Total</b>		<u>45,675.00</u>	<u>0.00</u>	<u>0.00</u>	<u>45,675.00</u>	
199-31-6119-00-186-5-24-0-00	Professional Salary - CP-Guerrero-Thompson	54,995.00	0.00	5,258.65	49,736.35	90.43 %
199-31-6141-00-186-5-24-0-00	FICA - CP-Guerrero-Thompson	3,902.00	0.00	296.90	3,605.10	92.39 %
199-31-6142-00-186-5-24-0-00	Health/Life Ins - CP-Guerrero-Thompson	6,664.00	0.00	416.75	6,247.25	93.74 %
199-31-6143-00-186-5-24-0-00	Wk's Comp - CP-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-186-5-24-0-00	Teacher Retirement - CP-Guerrero-Thompson	288.00	0.00	95.23	192.77	66.93 %

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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.
<b>Total 6100 Payroll Costs</b>		65,849.00	0.00	6,067.53	59,781.47	
<b>31 Total</b>		65,849.00	0.00	6,067.53	59,781.47	
199-61-6121-B1-186-5-30-0-00	Overtime - CP-AFL-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-61-6129-B1-186-5-30-0-00	Support Personnel Salary - CP-AFL-Guerrero-Thompson	16,000.00	0.00	1,712.83	14,287.17	89.29 %
199-61-6139-B1-186-5-30-0-00	Employee Allowance - CP-AFL-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-186-5-30-0-00	FICA - CP-AFL-Guerrero-Thompson	1,224.00	0.00	103.73	1,120.27	91.52 %
199-61-6142-B1-186-5-30-0-00	Health/Life Ins - CP-AFL-Guerrero-Thompson	2,734.00	0.00	204.55	2,529.45	92.51 %
199-61-6143-B1-186-5-30-0-00	Wk's Comp - CP-AFL-Guerrero-Thompson	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-186-5-30-0-00	Teacher Retirement - CP-AFL-Guerrero-Thompson	6.00	0.00	7.46	-1.46	-24.33 %
<b>Total 6100 Payroll Costs</b>		19,964.00	0.00	2,028.57	17,935.43	
<b>61 Total</b>		19,964.00	0.00	2,028.57	17,935.43	
<b>Total Fund 199 General Fund</b>		195,484.00	0.00	13,987.88	181,496.12	

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**Campus/Org Expense Listing**  
**Austin Independent School District**  
As of 09/01/2014

**Fund 199 General Fund**

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		195,484.00	0.00	13,987.88	181,496.12	

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