

Ross F. Baldwin Elementary School

2014-2015

Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	<input checked="" type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input 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	<input checked="" type="checkbox"/>
• campus objectives and strategies to address identified areas for improvement	<input checked="" type="checkbox"/>
• the approach to setting campus performance targets	<input type="checkbox"/>
• campus budget	<input checked="" type="checkbox"/>
The CAC was given an opportunity to review the complete draft CIP prior to submittal.	<input checked="" type="checkbox"/>
The CIP action plan component pertaining to campus professional development was approved by the CAC.	<input checked="" type="checkbox"/>

Approximate hours spent on CIP development	Hours
• By CAC and/or CAC subcommittees	4
• By campus administration and/or leadership team	15

We confirm the above information as correct ...

Position	Name	Date
Principal	Rosa M. Peña	9/15/2014
Co-Chair	Gloria Roberts	9/15/2014
Co-Chair	Julie Comey	9/15/2014



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	Rosa M. Peña

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	Mondays
Time:	3:15 p.m.-4:15 p.m.

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Julie Comey	X					
Parent	Sheryll Cox						
Parent	Kelsey Friedman/Jamie Green			X			
Parent	Edward Taylor						
Parent	Paul Hart						
Parent	Allison Gerold						
Parent	Renae Donus						
Parent	Stacie Tracy						
Parent	Jacquelyn Waldrop						
Professional Staff Member	PreK-Linda Classen				X		
Professional Staff Member	K-June Porras				X		
Professional Staff Member	1-Erin Vasquez				X		
Professional Staff Member	2 nd - Emily Freeman/Mechele Dorsey				X		
Professional Staff Member	3 rd -Abbey Smart		X		X		
Professional Staff Member	4 th -Erin Cruz/Raven Reaves				X		
Professional Staff Member	5 th -Jennifer Beeler				X		
Professional Staff Member	Special Areas-Susan Stevens						Special Areas Teacher
Professional Staff Member	Special Ed-Gloria Roberts	X				X	

Classified Staff Member	Lorena Lira						
Business Representative	Keith T. Dunger						
Community Representative	(working on this)						

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)

- 2nd Grade Reading EOY Data
- 2nd Grade Math EOY Data
- Fitnessgram
- HB5 Criteria and Assessment

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

- CI-1: Increase performance of all students based on each individual student’s present level of academic functioning in each core content area. (Progress measures met in 3rd-5th).
- CI-2: Improve STARR achievement levels of Economically Disadvantaged and Hispanic students so to close the achievement gaps for all groups.
- CI-3: Improve STAAR achievement levels of English Language Learners.
- CI-4: Prepare all K-2 students to read at or above college readiness standards.

Based on review of the above data, the following areas are included to show compliance with HB5

- CI-5- Increase dropout prevention strategies and improve attendance.
- CI-6- Continue to implement fine arts and/or creative learning strategies to develop the “whole child.”
- CI-7- Increase 21st workforce development and provide digital learning opportunities.
- CI-8- Implement advanced academic strategies and resources.

Based on review of the above data, the following are areas that the district recommends that we address:

- DR-1 Encourage and promote students and staff health and fitness through implementation of the Coordinated School Health Program (K-5); student participation in moderate to vigorous physical activity; compliance with the Wellness Policy; and completion of the Fitnessgram testing for all students in grades 3-5.
- DR-2 Ensure effective violence prevention and intervention measures are in place.
- DR-3 Encourage and facilitate community and parental involvement.
- DR-4 Provide adequate and appropriate campus-level professional development.

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-1 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Increase performance of all students based on each individual student's present level of academic functioning in each core content area. (Progress measures met in 3rd-5th).					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Identify each student's subgroup, prior performance, prior interventions, strengths, and areas for improvement	Dr. Pena Ms. Kane Ms. Boyd Grade level teachers Special Education Team	<ul style="list-style-type: none"> Beginning of the year data for each teacher & grade level identifying each student's prior performance 504, English Language Learners, GT, and Special Education data, IEPs, BIPs, and other legal documents regarding specific students for each teacher 4th and 5th grade teachers will make lists of students that met: Level II (phase 1), Level II (phase 2), Level III and any student that did not meet the progress measure (5th grade only) 	<ul style="list-style-type: none"> All teachers have lists of students with coordinating data All teachers have copies of Individual Education Plans, Behavior Intervention Plans, 504 plan for individual students Specific plans will be made for Level II-1 passers, students that did not meet the progress measure and GT students that did not meet the Level III standard 	<ul style="list-style-type: none"> Beginning of Year, Middle of Year, End of Year 	In progress
Administer AIMSweb (R-CBM & MAZE) and (M-Comp and M-CAP) to 3rd – 5th grade students BOY, MOY & EOY to identify students at risk for reading comprehension and fluency difficulties.	Grade Level Teachers 3-5	<ul style="list-style-type: none"> AIMS web tests 	<ul style="list-style-type: none"> Completed tests List of students needing interventions Intervention plans by student 	<ul style="list-style-type: none"> Beginning of Year, Middle of Year, End of Year 	In Progress

CAMPUS ACTION PLAN FOR 2014-15

			-student progress monitoring		
Analyze data (Universal Screeners, Diagnostics, Benchmarks, STAAR etc.) to determine specific areas of need for each individual student.	Grade Level teachers PreK-5 Administrators	<ul style="list-style-type: none"> Assessment Data Student Individual Plan Forms 	<ul style="list-style-type: none"> Completed tests List of students needing interventions Intervention plans by student student progress monitoring 	<ul style="list-style-type: none"> Beginning of Year, Middle of Year, End of Year 	In progress
Monitor use of interventions to better meet the need of individual students	Classroom teachers Administrators	<ul style="list-style-type: none"> Feedback Forms 	<ul style="list-style-type: none"> Intervention plans by student student progress monitoring data Increase in individual student progress 	<ul style="list-style-type: none"> Beginning of Year, Middle of Year, End of Year 	In progress
Increase opportunities for the GT students to work together	Ms. Kane, Ms. Sahadi, and Ms. Jackson, GT teachers	-Support Out-of-School Options relevant to student strength areas, including academic competitions and academic clubs that are available to gifted and advanced learners on campus.	<ul style="list-style-type: none"> Math Pentathlon, Texas Future Problem Solvers, Baldwin Robotics, Spelling Bee Duke Talent Identification Program (TIP) (grades 4/5) 	<ul style="list-style-type: none"> Throughout the year 	In progress-HB5

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-2 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Increase STARR achievement of Economically Disadvantaged and Hispanic students as compared to the 2014 results and to close the achievement gaps for all groups.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Designate a set time in the daily schedule for intervention and/or enrichment for each grade level.	Classroom Teachers Administrators	<ul style="list-style-type: none"> Time Intervention tools/resources 	<ul style="list-style-type: none"> Teachers' schedules indicating the intervention time Lesson plans 	<ul style="list-style-type: none"> August-June 	completed
Monitor use of interventions to better meet the need of individual students	Classroom Teachers Administrators CST	<ul style="list-style-type: none"> Progress monitoring tools Individual student plans 	<ul style="list-style-type: none"> Increase in individual student progress/performance 	<ul style="list-style-type: none"> Every 4-6 weeks beginning Sept. through June 	In progress
Administer AIMSweb (R-CBM & MAZE) and (M) to 3rd – 5th grade students BOY, MOY & EOY to identify students at risk for reading comprehension and fluency difficulties.	Classroom Teachers Administrators	<ul style="list-style-type: none"> AIMSweb tests 	<ul style="list-style-type: none"> Completed tests List of students needing interventions Intervention plans by student student progress monitoring 	<ul style="list-style-type: none"> BOY, MOY, and EOY 	In progress
Analyze data by grade levels to determine specific areas of need for struggling students.	<ul style="list-style-type: none"> CST Coordinator teachers CST Teacher Teams 	<ul style="list-style-type: none"> List of Interventions that teachers can use when creating goals and interventions TIER II and III training Implement Take Flight in Grades 2-5 	<ul style="list-style-type: none"> CST Student data CST meeting minutes/recommendations TIER II, III interventions 	<ul style="list-style-type: none"> Every 4-6 weeks beginning in Sept. through June 	In progress
Review students in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	<ul style="list-style-type: none"> CST Coordinator teachers CST Teacher Teams 	<ul style="list-style-type: none"> CST Meeting time CST Calendar CST members by 9 weeks 	<ul style="list-style-type: none"> CST progress monitoring CST meeting minutes 	<ul style="list-style-type: none"> Weekly September - June 	In progress

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-3 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Ensure 100% of ELLs meeting or exceeding the passing standard on STAAR and demonstrating a year's progress.					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Designate a set time in the daily schedule for intervention and/or enrichment for each grade level.	<ul style="list-style-type: none"> Administrators Classroom Teachers Support Staff 	<ul style="list-style-type: none"> Scheduled time Intervention/enrichment resources 	<ul style="list-style-type: none"> Increase performance by 9 weeks-report cards Weekly assessments Benchmark Data 	<ul style="list-style-type: none"> June 2015 	completed
Administer AIMSweb (R-CBM & MAZE) and (M) to 3rd – 5th grade students BOY, MOY & EOY to identify students at risk for reading comprehension, fluency difficulties and math difficulties.	<ul style="list-style-type: none"> Classroom Teachers 3rd-5th AP Campus Technologist 	<ul style="list-style-type: none"> AIMSweb assessments Time for data analysis Resources for interventions 	<ul style="list-style-type: none"> Increase in performance with each administration 	<ul style="list-style-type: none"> October 	In progress
Implement, train and assess use of iStation.	<ul style="list-style-type: none"> Campus iStation Contact District Contact Classroom Teachers 	<ul style="list-style-type: none"> iStation training iStation Log-ins computers Training for parents to access at home 	<ul style="list-style-type: none"> iStation assessments iStation reports Increase in students' performance 	<ul style="list-style-type: none"> End of October for Teachers November for parents 	completed
Analyze data by grade levels to determine specific areas of need for struggling students.	<ul style="list-style-type: none"> CST Coordinator Individual referring teachers CST Teacher Teams 	<ul style="list-style-type: none"> List of Interventions that teachers can refer to when creating goals and interventions TIER II and III training 	<ul style="list-style-type: none"> CST Student data CST meeting minutes and recommendations Implementation of TIER I, II, and III interventions 	<ul style="list-style-type: none"> September-June-ongoing 	In progress
Review students in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals	<ul style="list-style-type: none"> CST Coordinator Individual referring teachers CST Teacher Teams 	<ul style="list-style-type: none"> CST data CST Meeting days/times 	<ul style="list-style-type: none"> Academic data such as benchmarks, classroom assessments, report cards and student 	<ul style="list-style-type: none"> September-June-ongoing 	In progress

CAMPUS ACTION PLAN FOR 2014-15

and interventions.			<p>work samples show 90% to 100% of students meeting expected standards</p> <ul style="list-style-type: none"> Individualized plans for ELL students in need of accelerated support 		
Ensure implementation of linguistic instructional strategies for content advancement of ELLs.	<ul style="list-style-type: none"> ELL and ESL Classroom teachers Administrators 	<ul style="list-style-type: none"> Training: ELPS at a Glance, Strategies for ELLs, Reading in the Content Areas, ELPS Academy 	<ul style="list-style-type: none"> Lesson Plans that include ELL/ESL strategies Feedback from Administrators Student progress every 9 weeks 	<ul style="list-style-type: none"> Training-end of October Lesson and Feedback ongoing-Oct.-June 	Delayed-HB 5
Campus Bilingual Vertical Team will host two ELL Parent Academic Night Meetings	<ul style="list-style-type: none"> LPAC Chair Bilingual Vertical Team 	<ul style="list-style-type: none"> Time to plan meetings Materials to give to parents 	<ul style="list-style-type: none"> Parent Sign in sheets Parent commitments Parent survey/feedback Increased ELL parent participation 	<ul style="list-style-type: none"> November 2014 February 2015 	Delayed-HB 5

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-4 <input type="checkbox"/> State: Below safeguard target					
Performance Objective: Prepare all PK-2 students to read at or above college readiness levels					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Designate a set time in the daily schedule for intervention and/or enrichment for each grade level.	<ul style="list-style-type: none"> K-2 Classroom Teacher Administrators 	<ul style="list-style-type: none"> TPRI and DRA Assessment kits TPRI Progress Monitoring Kits TPRI Progress Monitoring Training DRA College Readiness Continuum Campus DRA Progress Parent Letter Grade 1-Great Leaps Program Parent Volunteers ROAR intervention lesson plans 	<ul style="list-style-type: none"> Increase in reading levels from BOY to MOY to EOY Reading Data At EOY, >95% of K, 1 and 2 students reading at college readiness levels Intervention and Progress monitoring Data Great Leaps Monitoring Data Great Leaps Vol. sign-in and volunteers hours 	<ul style="list-style-type: none"> October December January April/May 	completed
Monitor use of interventions to better meet the need of individual students	<ul style="list-style-type: none"> Classroom Teachers Administrators 	<ul style="list-style-type: none"> Feedback Forms Observation Times 	<ul style="list-style-type: none"> Completed Feedback Forms Calendar with Observations times 	<ul style="list-style-type: none"> October December January April May 	In progress
Increase level of reading readiness in English or Spanish in PreK as determined by C-PALLS assessment	<ul style="list-style-type: none"> PreK Teachers Administrators 	<ul style="list-style-type: none"> C-PALLS Assessment Individual Student Intervention Plans Progress Monitoring Data 	<ul style="list-style-type: none"> At EOY, >90% of Prek students demonstrating Early Reading Readiness 	<ul style="list-style-type: none"> End of October End of January End of May 	In progress

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-5 <input type="checkbox"/> State: Below safeguard target					
<ul style="list-style-type: none"> Performance Objective: Increase dropout prevention strategies and improve attendance. 					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Engage teachers and students in activities that promote tolerance and respect of others, value diversity and bully prevention.	Counselor Administrators	<ul style="list-style-type: none"> No Place for Hate PD SEL-Second Step Curriculum Morning Announcement Schedule/Agenda 	<ul style="list-style-type: none"> Student surveys report safe environment for all students PD Agendas and certificates Morning Announcements and Assembly Agendas 	<ul style="list-style-type: none"> May 2015 	<ul style="list-style-type: none"> In progress-HB 5
Provide Social Emotional Training and Weekly implementation of SEL lessons	Administrators Classroom Teachers SEL Committee	<ul style="list-style-type: none"> SEL PD and Follow-up training Second Step Curriculum Campus Wide Lesson Time 	<ul style="list-style-type: none"> Student surveys report safe environment for all students Decrease in Office Referrals due to behavior 	<ul style="list-style-type: none"> June 2015 	Completed-HB 5
Monitor daily and weekly attendance and tardies in order to provide families support and improve whole school attendance rates.	Administrators Classroom Teachers Attendance Clerk	<ul style="list-style-type: none"> Daily and Weekly Attendance Reports Attendance Letters Attendance Matters Class as needed 	<ul style="list-style-type: none"> Overall Increase in School Attendance Decrease in daily tardiness CST Documentation 	<ul style="list-style-type: none"> June 2015 	In progress-HB 5
Encourage parents to participate in CST Meetings when a child has 5 or more unexcused absences per semester.	Administrators Classroom Teachers Attendance clerk CST Team	<ul style="list-style-type: none"> Daily and Weekly Attendance Reports Attendance Letters Attendance Matters Class as needed 	<ul style="list-style-type: none"> Overall Increase in School Attendance Decrease in daily tardiness CST Documentation 	<ul style="list-style-type: none"> June 2015 	In progress-HB 5

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-6 <input type="checkbox"/> State: Below safeguard target					
<ul style="list-style-type: none"> Performance Objective: Continue to implement fine arts and/or creative learning strategies to develop the “whole child.” 					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to provide students with variety/multiple opportunities to participate in Fine Arts Events/activities such as but not limited to: Arts Fest, Physical activities, Art Museum Field Trips, Reflections, etc.	Special Area Teachers Administrators	<ul style="list-style-type: none"> Calendar of Events Funds Speakers/Performers 	<ul style="list-style-type: none"> Calendar of Events Student Feedback 	<ul style="list-style-type: none"> December 2014 June 2015 	In progress-HB 5
Continue to participate in at least two interscholastic (UIL or non UIL) competitions: Oral Reading, Storytelling, Robotics	UIL Coaches and Coordinators Robotics Coaches	<ul style="list-style-type: none"> UIL Practice Dates and Times UIL coaches and Coordinator Robotics Coaches 	<ul style="list-style-type: none"> Competition participation Competition Results 	<ul style="list-style-type: none"> December 2014 Spring Semester 	In progress-HB 5
Provide 4 th grade students with an opportunity to learn and participate in a Shakespearean play.	Fourth Grade Teachers Administrators	<ul style="list-style-type: none"> Calendar of Shakespearean activities Funds Time and Place for activities Outreach with Winedale Personnel 	<ul style="list-style-type: none"> Calendar of Shakespearean activities Student and teacher feedback 	<ul style="list-style-type: none"> December 2014 June 2015 	In progress-HB 5
Students will have opportunities to learn about creative careers through interaction with fine arts professional or career fairs(Arts Fest, Museum visits, Author Visits, Family Fitness Nights with professionals, Career Day, Building blocks, Nutcracker, Jazz workshop, Young People’s Concert)	Fine Arts Teachers Administrators Classroom Teachers	<ul style="list-style-type: none"> Calendar of Events Funds Community Outreach for scheduled events 	<ul style="list-style-type: none"> Calendar of Events Teacher and student feedback 	<ul style="list-style-type: none"> Spring Semester 	In progress-HB 5

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-7 <input type="checkbox"/> State: Below safeguard target					
<ul style="list-style-type: none"> Performance Objective: Increase 21st workforce development and provide digital learning opportunities. 					
Applicable Strategic Plan Goal(s):					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide a Digital Learning Environment	Administrators Grade Level Chairs Teachers Campus Technologist	<ul style="list-style-type: none"> Ensure access to high quality digital content; on-line learning opportunities (Online resources, computer devices, site licenses and PD needed) Replacing textbooks with digital content, including interactive and adaptive multimedia when possible and appropriate (PD needed) Personalize student learning through technology (PD needed) Provide opportunities for students to learn through collaboration, cooperation, and teamwork using technology 	<ul style="list-style-type: none"> At least 90% of 5th graders are proficient on the Technology Literacy Assessment. Students have access to computers for at least two hours per week. Students score Advanced on the STaR Chart Area 1, 2, 3 and 4. 	<ul style="list-style-type: none"> June 2015 	In progress-HB 5
Analyze StarChart Data to determine technology areas of need.	Tech Committee Technology dept.	<ul style="list-style-type: none"> StarChart reports Time 	<ul style="list-style-type: none"> Analysis and Needs Assessment Report Training recommendations list 	<ul style="list-style-type: none"> End of October 	In progress-HB 5
Implement weekly technology lessons at every grade level.	Classroom teachers Technologist Tech committee	<ul style="list-style-type: none"> Time for training CRMs Computer lab time Working Equipment 	<ul style="list-style-type: none"> Computer Lab schedule and Lessons Lesson Plans 	<ul style="list-style-type: none"> Begin Sept. and end June 2015 	In progress-HB 5

CAMPUS ACTION PLAN FOR 2014-15

Imbed and promote 21 st Century skills in learning tasks in order to guarantee students are prepared for the 21 st Workforce.	Administrators Classroom Teachers	<ul style="list-style-type: none"> • Provide opportunities for Project Based Learning • Ensure students participate in Web-based learning opportunities such as Stemscores, GoMath, Science Fusion, and bookshare.org. 	<ul style="list-style-type: none"> • At least 90% of 5th graders are proficient on the Technology Literacy Assessment. • Students have access to computers for at least two hours per week. • Students score Advanced on the STaR Chart Area 1, 2, 3 and 4. 	<ul style="list-style-type: none"> • June 2015 	In progress-HB 5
Promote College and Career Awareness/ Opportunities	Administrators Classroom Teachers Counselor	<ul style="list-style-type: none"> • Display College/University Pennants throughout the school • Promote College Dress Days • Ensure students have career exploration such as career day, individual academic career plan, UT Physics Circus, Veteran's Day Presentations, Engineering Day, pointing out careers in all opportunities. 	<ul style="list-style-type: none"> • Participation in College Awareness Days • Career Day opportunities student surveys/feedback • College Pennants Displayed by all 	<ul style="list-style-type: none"> • Pennants- September 2015 • June 2015- Career Opportunities and Participation in Dress up Days 	In progress-HB 5

CAMPUS ACTION PLAN FOR 2014-15

Table #CI-8

☐ State: Below safeguard target

• Performance Objective: Implement advanced academic strategies and resources.

Applicable Strategic Plan Goal(s):

Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Support Out-of-School Options relevant to student strength areas, including academic competitions and academic clubs that are available to gifted and advanced learners on campus.	<ul style="list-style-type: none"> GT Advocates GT teachers 	<ul style="list-style-type: none"> District websites Advocate Meeting updates Schedule of Events 	<ul style="list-style-type: none"> Rosters showing participation in :Math Pentathlon, Texas Future Problem Solvers, Baldwin Robotics, Spelling Bee, Regional Science Fair Duke Talent Identification Program (TIP) (grades 4/5) 	<ul style="list-style-type: none"> Throughout the year 	In progress-HB 5
Lead campus-based GT Update Training to ensure that all required teachers complete the required 6 hr. update.	<ul style="list-style-type: none"> Quiroz, Jackson, and Murphy GT Advocates Classroom Teachers 	<ul style="list-style-type: none"> Time for training Materials iPads 	<ul style="list-style-type: none"> Agendas Sign in sheets Implementation of newly learned strategies Administrator feedback 	<ul style="list-style-type: none"> End of October 	In progress-HB 5
Monitor that all GT teachers have completed the 30 hr. GT Foundation Training requirement within one semester of being assigned GT students.	<ul style="list-style-type: none"> GT Advocates New/Novice Teachers District GT Dept. 	<ul style="list-style-type: none"> PD registration Time Substitutes 	<ul style="list-style-type: none"> Registration Certificate of completion 	<ul style="list-style-type: none"> November 	In progress
Ensure that all GT Decision-Making Committee members have appropriate GT training on the Identification and Assessment of GT students.	<ul style="list-style-type: none"> AP GT Advocates GT Committee GT Dept. 	<ul style="list-style-type: none"> GT training by GT Dept. Time 	<ul style="list-style-type: none"> Agenda Sign-in Sheets Aligned and agreed upon Identification process 	<ul style="list-style-type: none"> End of October 	Completed
Support Academic enrichment opportunities for gifted students on	<ul style="list-style-type: none"> GT Advocates 	<ul style="list-style-type: none"> Short-term gifted 	<ul style="list-style-type: none"> Mentor-student 	<ul style="list-style-type: none"> December 2014 	In progress-HB 5

Baldwin 187

11/6/2014

Page 18

CAMPUS ACTION PLAN FOR 2014-15

campus by providing a modified pull-out or push-in GT program on campus.	<ul style="list-style-type: none"> Classroom Teachers 	academic program timeline <ul style="list-style-type: none"> Support from Campus Mentors 	meeting dates <ul style="list-style-type: none"> Student projects 	<ul style="list-style-type: none"> May 2015 	
--	--	---	--	--	--

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Create a Coordinated School Health team that meets 4 times a year to create a healthy school environment that promotes physical activity and nutrition.	PE teachers, Principal and AP	<ul style="list-style-type: none"> Training for staff on the Coordinated School Health implementation model and CATCH- Coordinated Approach To Child Health/WOW – Working On Wellness coordination kit Coordinated Approach To Child Health/Working On Wellness posters, flyers, marketing materials, as well as student created materials and websites and equipment for students Suggested daily Working On Wellness activities including programs such as HopSports, Adventure to Fitness and utilization of the Fuel Up to 60 stencils for teachers 	<ul style="list-style-type: none"> Agenda and minutes from the Coordinated School Health team Pictures or videos demonstrating School wide environmental change using Coordinated School Health materials and participating in Working On Wellness (WOW) time or brain breaks. Inclusion of Coordinated Approach To Child Health and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events. Community helpers, Working On 	<ul style="list-style-type: none"> Training for staff on the Coordinated School Health implementation model and CATCH- Coordinated Approach To Child Health/WOW – Working On Wellness coordination kit Coordinated Approach To Child Health/Working On Wellness posters, flyers, marketing materials, as well as student created materials and websites and equipment for students 	Completed-HB 5

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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					
			Wellness student leaders, identified in each classroom. These students will lead Working On Wellness activities <ul style="list-style-type: none"> • Lesson plans that reflect Curriculum Road Maps for Health lessons, Coordinated Approach To Child Health lessons, and brain breaks • Teacher schedules that include Working On Wellness time 	<ul style="list-style-type: none"> • Suggested daily Working On Wellness activities including programs such as HopSports, Adventure to Fitness and utilization of the Fuel Up to 60 stencils for teachers 	
Plan events, activities and announcements that the Coordinated School Health team and the Student Wellness Team (SWT) can implement throughout the year (Ex: CATCH /Family Fitness Night, Fruity Fridays, Wellness Wednesdays, Track and Field, Jingle Bell Run, Turkey Trot, other Wellness events, and morning announcements).	PE Teachers CATCH team	Calendar of events PTA and Volunteers Track and Field Equipment Jingle Bells Announcements ROAR announcements	<ul style="list-style-type: none"> • Agendas for Track and Field Day that outline activities as well as integrate a health message • Schedule, flyer and participation Turkey Trot and Jingle Bell Run • Schedule, flyer and participation log for Family Fitness Night 	<ul style="list-style-type: none"> • Throughout the school year 	In progress-HB5

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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					
			<ul style="list-style-type: none"> Pictures of events for yearbook 		
Plan and implement the Health and PE department Coordinated School Health events such as Obesity Awareness Week (mandated in Sept), Tobacco Awareness Week (Nov), and HEB Healthy Community Challenge/ Healthy Texas Week (Apr).	PE Teachers Administrators	<ul style="list-style-type: none"> Announcements Calendar of Events 	<ul style="list-style-type: none"> Announcements for each event PE Bulletin Board outlining each event Weekly ROAR announcement 	<ul style="list-style-type: none"> September, November and April 	In progress-HB5
Post nutrition and physical activity information in the school hallways, cafeteria, and classrooms throughout the school year and send nutrition and physical activity information home to parents 2-4 times a year.	PE Teachers	<ul style="list-style-type: none"> Calendar of information to be sent home/posted Flyers Nutrition and physical activity information 	<ul style="list-style-type: none"> Bulletin Board Items Weekly ROAR announcements 	<ul style="list-style-type: none"> September-June 	In progress
Ensure students participate in 135 minutes of physical activity weekly, have access to brain breaks every 20-30 minutes of direct teach lessons, and are taught at least five health lessons each nine-weeks.	PE Teachers All Teaching staff Student Wellness Team Leaders	<ul style="list-style-type: none"> Health/Coordinated Approach To Child Health curriculum per grade level, K-5 Master schedule of the A, B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks. Training for Working On Wellness activities, Hop Sports, Adventures to Fitness, Fuel up to Play 	<ul style="list-style-type: none"> Identification of Working On Wellness lessons and brain breaks used written into teachers' daily lesson plans. Lesson plans with documented 135 minutes of physical activity weekly. Steady inclines in Fitnessgram scores. -Identification of 	<ul style="list-style-type: none"> Ensure students participate in 135 minutes of physical activity weekly, have access to brain breaks every 20-30 minutes of direct teach lessons, and are taught at least five health lessons each nine-weeks. 	In progress-HB5

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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					
		60 stencils and other integrated academic activity games and brain breaks.	Working On Wellness student leaders on classroom community helpers list <ul style="list-style-type: none"> Teachers will include evidence of the Health/Coordinated Approach To Child Health lessons taught in weekly, monthly lesson plans. 		
Share Fitnessgram data with campus staff, parents and students	PE Teachers	<ul style="list-style-type: none"> Fitnessgram data Time to present to staff, parents and students 	<ul style="list-style-type: none"> Agendas Information Shared Meeting minutes 	<ul style="list-style-type: none"> January 	In progress
Develop additional guidelines concerning birthday celebrations, such as a certain time to celebrate so as not to interfere with instructional time.	Administrators Cafeteria Manager	<ul style="list-style-type: none"> Nutritional Information/food substitutes and guidelines Parent Letter outlining guidelines 	<ul style="list-style-type: none"> Birthday Guideline Letters AISD Nutrition policy 	<ul style="list-style-type: none"> September 	completed
Offer at least 3 staff wellness opportunities per year.	PE Teachers Administrators	<ul style="list-style-type: none"> Time and Space DVDs 	<ul style="list-style-type: none"> Staff Survey-Pre and Post Calendar of Events Attendance Logs 	<ul style="list-style-type: none"> September-May 	In progress-HB5

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Continue to Implement "No Place for Hate" activities to sustain an inclusive school environment where all students feel valued and promote respect for individual differences.	Counselor SEL Committee Administrators	<ul style="list-style-type: none"> Time SEL and NPH Resources 	<ul style="list-style-type: none"> Calendar of Events Decrease in Bullying and discipline reports 	<ul style="list-style-type: none"> December April/May 	In progress-HB5
Implement "Social Emotional Learning" lessons school wide.	SEL Team Classroom Teachers Counselor Administrators	<ul style="list-style-type: none"> Second Step Curriculum SEL Training and Follow up meetings School wide/grade level designated Time for Lesson Implementation Peace Path implementation 	<ul style="list-style-type: none"> Lesson plans Decrease in Bullying and discipline referrals SEL language being used by all Peace Paths available in all locations including playground and cafeteria 	<ul style="list-style-type: none"> October for peace paths/areas Monthly for implementation of lessons and use of peace path/area 	In progress-HB 5
Implement SEL announcements in the mornings and at Friday Assemblies.	Principal, AP, and SEL Team	<ul style="list-style-type: none"> SEL Announcements 	<ul style="list-style-type: none"> SEL announcement calendar 	<ul style="list-style-type: none"> Weekly implementation this is ongoing 	In progress-HB5

Table #DR-3

Performance Objective: Parental involvement will be encouraged.					
Applicable Strategic Plan Goal(s): 1,2,3					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Host parent GT nomination meetings on campus to increase nominations from parents and guardians.	<ul style="list-style-type: none"> GT Advocates AP 	<ul style="list-style-type: none"> District GT information and websites Timelines Assessments 	<ul style="list-style-type: none"> Agendas Meeting Flyer and/or Announcement 	<ul style="list-style-type: none"> September 8 September 11 	<ul style="list-style-type: none"> Completed-HB5
Host parent meetings for GT parents	<ul style="list-style-type: none"> GT Advocates 	<ul style="list-style-type: none"> Meeting time 	<ul style="list-style-type: none"> Calendar of Events 	<ul style="list-style-type: none"> December 	<ul style="list-style-type: none"> In progress-HB5

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #DR-3

Performance Objective: Parental involvement will be encouraged.					
Applicable Strategic Plan Goal(s): 1,2,3					
to provide communication and idea sharing through various campus events.	<ul style="list-style-type: none"> Administrators 	<ul style="list-style-type: none"> Meeting space GT information 	<ul style="list-style-type: none"> Attendance sheets Parent Feedback 	<ul style="list-style-type: none"> May 	
Invite a parent(s) to participate in the CATCH committee.	<ul style="list-style-type: none"> CATCH Committee 	<ul style="list-style-type: none"> CATCH Calendar Meeting Time 	<ul style="list-style-type: none"> CATCH meeting agendas and attendance sheets Increase in parent involvement at Family Fitness nights and Fitness events 	<ul style="list-style-type: none"> Monthly Committee meetings 	<ul style="list-style-type: none"> In progress-HB 5
The school will provide at least 3 opportunities for community and parent involvement either off or on campus, such as but not limited to: Operation School Bell, field trips, performances, mentoring, volunteering, tutoring, lunch visits, classroom visits, CAC, Engineering day, Robotics Coaching, MP Coaching, Great Leaps Mentors)	<ul style="list-style-type: none"> Administrators Classroom Teachers PTA Volunteer Coordinator 	<ul style="list-style-type: none"> Volunteers Volunteer Opportunities and Coordinator Meeting times Meeting space Tutoring Resources 	<ul style="list-style-type: none"> Calendar of Events Volunteer Sign in Sheets Volunteer Hours 	<ul style="list-style-type: none"> June 2015 	<ul style="list-style-type: none"> In progress-HB5
The school will provide at least 3 parent information events, such as but not limited to: Back to School Nights, Meet the Teacher, ELL meetings, mentoring/tutoring, GT informational meetings, Parent coffees or brown bag luncheons,)	<ul style="list-style-type: none"> Administrators Classroom Teachers 	<ul style="list-style-type: none"> Meeting days and times Informational Flyers 	<ul style="list-style-type: none"> Calendar of Events Attendance Sheets 	<ul style="list-style-type: none"> June 2015 	<ul style="list-style-type: none"> In progress-HB5
Create a CPR-Campus parent rep to build positive relationships between parents with special needs students and the campus/district	<ul style="list-style-type: none"> Administrators District Parent Specialist Dept. 	<ul style="list-style-type: none"> Identify the CPR CPR profile and goals Meeting dates and times 	<ul style="list-style-type: none"> Meeting dates and agendas Flyers Parent resources 	<ul style="list-style-type: none"> October, January, February and May 	<ul style="list-style-type: none"> In progress-HB5

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide all classroom teachers and staff with technology training.	Administrators Campus Technologist Technology Committee Technology Dept. GT Advocates	<ul style="list-style-type: none"> Instructional Technology Substitute Funds Conference/Training Registration Fees Time 	<ul style="list-style-type: none"> Lesson Plans Sharing of new ideas with staff Increased implementation of new strategies and techniques by all teachers Administrators' feedback Teacher feedback 	<ul style="list-style-type: none"> October-April 	In progress
Ensure that teachers differentiate the curriculum by providing an array of appropriately challenging learning experiences for all students throughout the year.	Administrators Team Leaders GT committee Special Ed team	<ul style="list-style-type: none"> Time Substitute funds Resources and materials CRMs District Rtl Documents 	<ul style="list-style-type: none"> Lesson Plans Sharing of new ideas with staff Increased implementation of new strategies and techniques by all teachers Administrators' feedback Teacher feedback 	<ul style="list-style-type: none"> September-March 	In progress-HB5
Provide all classroom teachers and staff with training for TIER II and III intervention strategies.	CST Chair and District CST Staff District Rtl Dept.	<ul style="list-style-type: none"> CRMs Rtl Exemplar Lessons District Rtl Implementation plans Intervention Resources 	<ul style="list-style-type: none"> Lesson Plans Sharing of new ideas with staff Increased implementation of new strategies and techniques by all teachers 	<ul style="list-style-type: none"> October-February 	completed

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

			<ul style="list-style-type: none"> Administrators' feedback Teacher feedback 		
Provide all classroom teachers and staff with ELPS and ESL training.	LPAC Chair District ELL Dept.	<ul style="list-style-type: none"> ELPS District ESL Training opportunities List of ESL Strategies 	<ul style="list-style-type: none"> Lesson Plans indicate specific ESL strategies being implemented Administrator Feedback Increase in student performance by 9 weeks Weekly assessments and benchmarks show improvement 	<ul style="list-style-type: none"> October-May 	In progress-HB 5
Ensure that teachers are part of a PLC that will provide learning opportunities through self-selected book studies.	Administrators PLC Leaders	<ul style="list-style-type: none"> Books Time Funds to pay PLC Leaders 	<ul style="list-style-type: none"> Increased Implementation of newly learned skills and strategies Sharing new knowledge with whole staff Agendas Sign-in sheets Teacher Reflections 	<ul style="list-style-type: none"> October-April 	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Special Education Identification – All Levels

Table #DR-5					
Performance Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 8.8%		Does campus performance require inclusion of this objective? (Yes or No): Yes			
Applicable Strategic Plan Goal(s): 1,2,4					
Specific Improvement Strategy	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide intervention opportunity during the school day for students who need additional instructional support.	Administrators Classroom Teachers	<ul style="list-style-type: none">Intervention resourcesTIER II training	<ul style="list-style-type: none">Lesson PlansStudent ProgressTIER II training agenda and attendance	<ul style="list-style-type: none">Intervention implementation OngoingOctober 2014	In progress
Ensure core curriculum (Tier I) is rigorous and being taught with fidelity so that there is a decrease in overall special education representation.	Administrators Classroom Teachers	<ul style="list-style-type: none">District CurriculumState StandardsCampus level data on SPED representation provided by Sped. DepartmentConsistent CST ProcessDifferentiated, Individualized and Multi-level instructionParent information on progress and interventions provided	<ul style="list-style-type: none">Grade Level planning minutesLesson PlansGrade Level AssessmentsStudent work samplesStudent progressPD certificatesAdministrator Instructional FeedbackParent information packets	<ul style="list-style-type: none">September-June-weekly walkthroughs and lesson plansMonthly grade level meetings to discuss student work and assessmentsPD-October-November-staff meetingsParent information-October, December, March and May	In progress
Provide professional learning for teachers on how to integrate general and content specific accommodations	<ul style="list-style-type: none">Classroom TeachersSpecial Ed.	<ul style="list-style-type: none">Intervention ResourcesTeacher planning	<ul style="list-style-type: none">Lesson PlansPlanning documentsImplementation of	<ul style="list-style-type: none">Ongoing	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #DR-5

Performance Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 8.8%		Does campus performance require inclusion of this objective? (Yes or No): Yes			
Applicable Strategic Plan Goal(s): 1,2,4					
for students with disabilities.	Teachers	time <ul style="list-style-type: none">Teacher collaboration of lesson implementationAccommodations Lists and trainingIEPs	Accommodations <ul style="list-style-type: none">Accommodations Training		
Provide professional learning for teachers on how to apply differentiation strategies during the planning process and classroom implementation.	Administrators Classroom Teachers District Personnel	<ul style="list-style-type: none">Differentiation TrainingTIER II TrainingResources	<ul style="list-style-type: none">Individual student progressPD attendanceLesson plans indicating differentiationStudent products	<ul style="list-style-type: none">Ongoing	In progress
Continue to train and implement strategic Tier II interventions, including effective progress monitoring tools using research based AISD model.	Principal Asst. Principal Campus Special Ed. Team Classroom Teachers	<ul style="list-style-type: none">Consistent CST Process ImplementationDifferentiated, Individualized, and Multi-level instructional strategiesSpecial Ed. DataDistrict Sped. Dept. Training	<ul style="list-style-type: none">>95% of all LSTs for Baldwin will result in appropriate referralsCST process data will indicate appropriate and successful Response to Intervention in >99% of casesRosters of identified students indicate specific measureable interventions for each 9 week period. DRA, TPRI, and AIMSWEB growth noted for all	<ul style="list-style-type: none">PD-October-January-staff meetings and Staff Dev. DaysWeekly CST meetings	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Table #DR-5

Performance Objective: Reduce special education identification rate.					
Condition: If rate > 8.5%				Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 8.8%		Does campus performance require inclusion of this objective? (Yes or No): Yes			
Applicable Strategic Plan Goal(s): 1,2,4					
			benchmark periods.		
Analyze data by grade levels to determine specific areas of need for struggling students.	CST Coordinator Individual referring teachers CST Teacher Teams	<ul style="list-style-type: none">List of Interventions that teachers can refer to when creating goals and interventionsTIER I, II and II training	<ul style="list-style-type: none">CST Student dataCST meeting minutes and recommendationsImplementation of TIER I, II, and III interventions	<ul style="list-style-type: none">Monthly data meetingsStudent progress	In progress
Review students in the eCST system for academic and behavior interventions to ensure that students are receiving appropriate goals and interventions.	CST Coordinator CST Teacher Teams	<ul style="list-style-type: none">Consistent CST process implementationTime for team reviewsCalendar to meeting datesList of Interventions that teachers can refer to when creating goals and interventions	<ul style="list-style-type: none">Complete CST dataCalendar of meeting dates and meeting minutes	<ul style="list-style-type: none">CST meetings-ongoing September-May	In progress

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

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

Programs/Services	Describe how the campus is meeting needs of at-risk students with SCE resources:
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	Tutoring in reading and math for students not passing STAAR or grade level benchmarks and for students that are not meeting College/Career Reading Readiness standards.
General Supplies for at-risk students:	Supplies for classroom instruction and after school tutoring in reading and math supporting at risk students.
Transition Services (from middle school to high school or from elementary school to middle school):	Transition to K and 1 st grade programs for ELLs, target at-risk students, and parents
Reading specialists (to include literacy coaches):	Works with students who haven't passed STAAR reading or are below reading level in 2 nd , 3 rd , 4 th and 5 th grades
Elementary Counselors:	Completes classroom guidance lessons, 5 th grade MS transition activities, No Place for Hate and SEL activities/events, conducts small group and individual counseling for students, 504 coordinator, and eCST member as needed. Services support targeted at risk students.
Parent Support Specialist (or other parent involvement expenses):	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):

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

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

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

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

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

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

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

APPENDIX A-3

Pregnancy Related Services

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

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

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

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including to take standardized tests. There is no limit to the number of events or the length of each event.
- 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.

Campus Scorecard 2014-15
187 - Baldwin 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	76%	80%	75%	78%
Afr Amer	*	*	*	58%
Hispanic	66%	69%	67%	72%
White	81%	84%	76%	80%
Asian	73%	79%	78%	82%
Two+	63%	78%	>99%	100%
SpEd	54%	56%	44%	53%
ECD	40%	44%	38%	47%
ELL	24%	33%	44%	52%

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	62%	68%	65%	70%
Afr Amer	*	*	*	15%
Hispanic	55%	50%	57%	63%
White	63%	73%	66%	71%
Asian	73%	88%	83%	85%
Two+	50%	56%	92%	94%
SpEd	35%	48%	44%	53%
ECD	32%	28%	38%	47%
ELL	35%	33%	48%	56%

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	64%	73%	74%	78%
Afr Amer	-	*	*	100%
Hispanic	52%	55%	50%	58%
White	67%	79%	77%	80%
Asian	90%	82%	*	79%
Two+	*	*	>99%	100%
SpEd	57%	18%	*	64%
ECD	20%	30%	*	32%
ELL	36%	*	*	36%

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	68%	59%	74%	78%
Afr Amer	*	-	*	58%
Hispanic	60%	35%	59%	65%
White	70%	67%	78%	81%
Asian	*	70%	89%	91%
Two+	*	*	*	100%
SpEd	44%	*	*	43%
ECD	*	36%	*	53%
ELL	*	11%	*	15%

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	49%	53%	47%	50%
Afr Amer	*	*	*	5%
Hispanic	34%	44%	35%	38%
White	55%	55%	50%	52%
Asian	36%	63%	48%	50%
Two+	50%	56%	85%	85%
SpEd	27%	26%	26%	30%
ECD	8%	19%	21%	25%
ELL	6%	7%	24%	28%

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	37%	41%	38%	41%
Afr Amer	*	*	*	5%
Hispanic	38%	22%	29%	33%
White	37%	44%	38%	41%
Asian	45%	58%	65%	67%
Two+	38%	44%	46%	49%
SpEd	19%	22%	19%	23%
ECD	16%	13%	*	18%
ELL	18%	20%	*	20%

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	21%	22%	16%	20%
Afr Amer	-	*	*	5%
Hispanic	10%	5%	*	17%
White	20%	28%	16%	20%
Asian	60%	27%	*	29%
Two+	*	*	*	24%
SpEd	14%	9%	*	32%
ECD	<1%	<1%	*	14%
ELL	9%	*	*	17%

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	38%	26%	30%	33%
Afr Amer	*	-	*	5%
Hispanic	40%	15%	*	12%
White	36%	31%	38%	41%
Asian	*	30%	*	37%
Two+	*	*	*	68%
SpEd	11%	*	*	5%
ECD	*	7%	*	5%
ELL	*	<1%	*	5%

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	78%	71%	80%
Afr Amer	*	*	45%
Hispanic	79%	78%	80%
White	76%	69%	80%
Amer Ind	-	-	0%
Asian	89%	82%	90%
Two+	83%	88%	90%
SpEd	*	69%	75%
ELL	-	86%	90%

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	72%	68%	80%
Afr Amer	*	*	60%
Hispanic	64%	57%	65%
White	71%	70%	80%
Amer Ind	-	-	0%
Asian	83%	91%	98%
Two+	83%	*	60%
SpEd	89%	62%	75%
ELL	-	*	25%

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	31%	21%	35%
Afr Amer	*	*	10%
Hispanic	25%	16%	25%
White	35%	24%	30%
Amer Ind	-	-	10%
Asian	11%	*	10%
Two+	33%	*	45%
SpEd	*	*	25%
ELL	-	*	35%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	34%	32%	40%
Afr Amer	*	*	5%
Hispanic	32%	22%	30%
White	30%	36%	40%
Amer Ind	-	-	5%
Asian	50%	55%	60%
Two+	50%	*	15%
SpEd	44%	31%	35%
ELL	-	*	18%

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	95%	96%	>99%	100%
Kinder DRA Spanish	-	-	-	80%
1st DRA English	92%	91%	92%	95%
1st DRA Spanish	*	-	-	80%
2nd DRA English	96%	93%	92%	95%
2nd DRA Spanish	-	-	-	80%

Data Source: AIMS, EOY Assessment

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	97.3%	97.5%	96.9%	96.9%	98.0%
Afr Amer	97.9%	98.7%	>99%	98.5%	99.0%
Hispanic	97.0%	97.6%	96.4%	96.9%	98.0%
White	97.2%	97.3%	97.0%	96.9%	98.0%
Amer Ind	<1%	<1%	*	*	98.0%
Asian	98.6%	98.9%	97.7%	97.9%	98.0%
Two+	98.0%	97.4%	97.2%	96.3%	98.0%
ECD	96.7%	97.0%	95.7%	96.4%	98.0%

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	*	*	*	*	*	*	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 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	*	*	*	*	*	*	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

Fall Enrollment (PEIMS Snapshot Date)

	2012-13 Actual	2013-14 Estimated
All Students	720	746
Afr Amer	7	6
Hispanic	161	170
White	470	468
Amer Ind	0	-
Asian	61	56
Two+	20	46

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	35	*	*	35	*	*	0%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	23	*	*	23	*	*	0%
White	*	*	*	24	*	*	0%
SpEd	7	*	*	*	*	*	0%
ECD	20	*	*	20	*	*	0%

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	*	*	*	*	*	*	*	*	*	-	-	-	*	*	*	*	*	*
F	Hispanic	32	22	69%	12	9	75%	36	18	50%	17	12	71%	35	18	51%	18	10	56%
F	White	88	72	82%	39	33	85%	87	73	84%	36	31	86%	100	83	83%	39	36	92%
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		121	95	79%	52	43	83%	125	93	74%	53	43	81%	137	103	75%	58	47	81%
M	Afr Amer	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
M	Hispanic	34	17	50%	20	16	80%	33	16	48%	14	10	71%	39	23	59%	22	16	73%
M	White	94	75	80%	42	39	93%	97	72	74%	35	32	91%	108	87	81%	50	49	98%
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		131	94	72%	63	56	89%	132	88	67%	50	43	86%	149	111	74%	74	67	91%
Total		252	189	75%	115	99	86%	257	181	70%	103	86	83%	286	214	75%	132	114	86%

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.
199-11-6116-00-187-5-24-0-00	Subs for Other Professional - CP-Baldwin Elem	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R4-187-5-24-0-00	Extra Duty - CP-At Risk Stu Suppt-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-187-5-24-0-00	Extra Duty - CP-SSIG-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-187-5-24-0-00	Extra Duty - CP-AYP Elem-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-R4-187-5-24-0-00	Professional Salary - CP-At Risk Stu Suppt-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-187-5-24-0-00	Professional Salary - CP-Read Literacy-Baldwin	24,692.00	0.00	2,772.86	21,919.14	88.77 %
199-11-6121-R4-187-5-24-0-00	Overtime - CP-At Risk Stu Suppt-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R5-187-5-24-0-00	Overtime - CP-SSIG-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R8-187-5-24-0-00	Overtime - CP-AYP Elem-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-187-5-24-0-00	Part-Time Hourly - CP-SSIG-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-187-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-187-5-24-0-00	Support Personnel Salary - CP-At Risk Stu	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-187-5-24-0-00	FICA - CP-At Risk Stu Suppt-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-187-5-24-0-00	FICA - CP-SSIG-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-187-5-24-0-00	FICA - CP-AYP Elem-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-187-5-24-0-00	FICA - CP-Read Literacy-Baldwin	1,889.00	0.00	155.21	1,733.79	91.78 %
199-11-6142-R4-187-5-24-0-00	Health/Life Ins - CP-At Risk Stu Suppt-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-187-5-24-0-00	Health/Life Ins - CP-SSIG-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-187-5-24-0-00	Health/Life Ins - CP-Read Literacy-Baldwin	2,727.00	0.00	204.55	2,522.45	92.49 %
199-11-6143-R4-187-5-24-0-00	Wk's Comp - CP-At Risk Stu Suppt-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-187-5-24-0-00	Wk's Comp - CP-SSIG-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-187-5-24-0-00	Wk's Comp - CP-AYP Elem-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-187-5-24-0-00	Wk's Comp - CP-Read Literacy-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R4-187-5-24-0-00	Teacher Retirement - CP-At Risk Stu Suppt-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-187-5-24-0-00	Teacher Retirement - CP-SSIG-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-187-5-24-0-00	Teacher Retirement - CP-AYP Elem-Baldwin	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-187-5-24-0-00	Teacher Retirement - CP-Read Literacy-Baldwin	228.00	0.00	13.85	214.15	93.92 %
Total 6100 Payroll Costs		<u>29,536.00</u>	<u>0.00</u>	<u>3,146.47</u>	<u>26,389.53</u>	
199-11-6239-R5-187-5-24-0-00	Other Svcs-Educ Serv Center - CP-SSIG-Baldwin	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	

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

Current Date: 10/17/2014
Time: 10:23:44
Page: 1

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.
11 Total		29,536.00	0.00	3,146.47	26,389.53	
199-23-6396-R6-187-5-24-0-00	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	
23 Total		0.00	0.00	0.00	0.00	
199-31-6116-00-187-5-24-0-00	Subs for Other Professional - CP-Baldwin Elem	1,000.00	0.00	0.00	1,000.00	100.00 %
199-31-6118-00-187-5-24-0-00	Extra Duty - CP-Baldwin Elem	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-187-5-24-0-00	Professional Salary - CP-Baldwin Elem	52,482.00	0.00	6,034.77	46,447.23	88.50 %
199-31-6141-00-187-5-24-0-00	FICA - CP-Baldwin Elem	6,279.00	0.00	295.47	5,983.53	95.29 %
199-31-6142-00-187-5-24-0-00	Health/Life Ins - CP-Baldwin Elem	5,355.00	0.00	454.90	4,900.10	91.50 %
199-31-6143-00-187-5-24-0-00	Wk's Comp - CP-Baldwin Elem	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-187-5-24-0-00	Teacher Retirement - CP-Baldwin Elem	489.00	0.00	50.63	438.37	89.64 %
Total 6100 Payroll Costs		65,605.00	0.00	6,835.77	58,769.23	
199-31-6399-CP-187-5-24-0-00	General Supplies - CP-Campus Cost-Baldwin Elem	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-187-5-24-0-00	Employee Travel - CP-Campus Cost-Baldwin Elem	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		0.00	0.00	0.00	0.00	
31 Total		65,605.00	0.00	6,835.77	58,769.23	
Total Fund 199 General Fund		95,141.00	0.00	9,982.24	85,158.76	

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

Current Date: 10/17/2014
 Time: 10:23:44
 Page: 2

Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		95,141.00	0.00	9,982.24	85,158.76	

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

Current Date: 10/17/2014
Time: 10:23:44
Page: 3