

Volma Overton Early College Prep 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"> self-orientation using materials on CAC website 	<input type="checkbox"/>
<ul style="list-style-type: none"> orientation at CAC meeting (provided by campus) 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> orientation at CAC meeting (provided by central office) 	<input type="checkbox"/>
<ul style="list-style-type: none"> district-wide orientation session 	<input type="checkbox"/>

CIP Development	
The CAC was given an opportunity to provide input on the following:	
<ul style="list-style-type: none"> campus needs assessment 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> campus objectives and strategies to address identified areas for improvement 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> the approach to setting campus performance targets 	<input checked="" type="checkbox"/>
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> By CAC and/or CAC subcommittees 	4 hours
<ul style="list-style-type: none"> By campus administration and/or leadership team 	6 hours

We confirm the above information as correct ...

Position	Name	Date
Principal	Courtney N. Colvin	9/11/2014
Co-Chair	Veronica Garcia	9/11/2014
Co-Chair	Gregory Ney	9/11/2014



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	Courtney N. Colvin

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 nd Tues):	3 rd Thursday
Time: 5:00 3 rd Thursday of the Month	5:00pm

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Veronica Garcia	✓		✓			
Parent	Elizabeth Salas						
Parent	Shymetria Pennick						
Parent	Takisha Walker						
Parent	Johana Lopez						
Parent	Eva Hunt						
Professional Staff Member	Greg Ney	✓					
Professional Staff Member	Jennifer Postell				✓		
Professional Staff Member	Asalena LeBlance				✓		
Professional Staff Member	Eddie Rodriguez				✓		
Professional Staff Member	Jessica Goode		✓		✓		
Professional Staff Member	Susan Montana					✓	
Classified Staff Member	Daphne Jones						
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Mike McLennan						
Community Representative	Volma Overton Jr.						

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)*

- AISD Campus Performance Data provided in 2013-2014 Performance Notebook
- 2013-2014 STAAR Data
- Parent, student and teacher feedback

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

- Increase scholars meeting or exceeding STAAR passing standards and close STAAR performance gaps between all scholar groups
- Increase ELL scholar performance in Science and Reading
- Increase K-2 scholars reading at or above grade level on end of year DRA/EDL assessments.
- Increase scholars achieving STAAR Level III advanced performance
- Reduce special education identification rate
- Increase the rate of special education students served in the general education population setting 80% of the day or more.
- Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period

TITLE 1 COMPONENTS

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

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

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-1

☐ State: Below safeguard target - No

Performance Objective: Increase scholars meeting or exceeding STAAR passing standards and close STAAR performance gaps between all scholar groups

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
Analyze reading data systematically in order to promote and accelerate reading achievement.	1,2,7,8	Principal Individual teachers Instructional Specialists	<ul style="list-style-type: none"> Diagnostic reading assessments. Weekly common assessments. Reflections and verification of mastery forms. Data conferences with teachers and scholars. RTI PD for Staff Dyslexia and reading strategies PD provided by Reading Specialist 	<ul style="list-style-type: none"> 100% of lesson plans reflect implementation expectations. 90% or more of instructional rounds feedback indicates effective implementation of core instruction and professional development expectations. At least 80% of scholars receive an 80 or better on weekly common assessments. 100% of teachers are prepared for data conferences and adjust instruction (if needed) as a result of the conference. 100% of classrooms have anchor charts posted aligned to current and previously taught skills 	May 2015	In progress

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CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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Align core reading instruction both horizontally and vertically	7,11,	Principal Individual teachers Instructional Specialists	<ul style="list-style-type: none"> TEKS and student expectations used during planning to construct lessons Quality core content training weekly PreK and Kinder Transition Camps After school tutorials. 	<ul style="list-style-type: none"> 100% of lesson plans reflect implementation expectations. 100% of classrooms have current learning focus posted 100% of time. VOECP PK/K transition meeting will be held to support scholars academically and socially. Transition Workshop will be held for parents of PK and K scholars. 	September 2014	Completed
Digital learning resources will be used to enhance and strengthen the instructional core	11	Teachers Computer Lab Assistant Chara Harris Math Technology Curriculum Specialist	Staff development will be provide for technology integration within the classroom throughout the school year	Integration is reflect in weekly lesson plans	August 2014- June 2015	On going

Table #CI-2

☐ State: Below safeguard target -NO

Performance Objective: Applicable Strategic Plan Goal(s): 1,2,3,4 **Increase ELL scholar performance in Science and Reading**

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
1. Decrease instructional variability and ensure coherence, rigor, and equity of instruction for all ELL scholars in the areas of Science and Reading.	1,	Principal Instructional Leadership Team	<ul style="list-style-type: none"> Professional development for teachers on how to use CRM's and ELPS to ensure tailored 	<ul style="list-style-type: none"> 100% of administrative instructional rounds will reflect ELPS implementation expectations in La 	August 2014- June 2015	On going

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CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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4 Ongoing PD	about use of assessment to improve perf.	11 Elementary Schools only: EC/PK/EL transition programs

			<p>instruction to meet the needs of English Language Learners in the areas of Science, Reading and Writing.</p> <ul style="list-style-type: none"> • Dual Language teachers will attend Biliteracy Academy • Monthly Dual Language Committee Meetings to study new AISD bilingual guidelines, dual language (PK-2), ELPS, SIOP, and other resources. • TELPAS data and planning guide • Scaffolding Development Training • Science Pre-Teach and Vocabulary Lessons • Question stems from the ELPS handbook. • Explicit and systematic instruction in English phonics will be provided 	<p>Arts and Science.</p> <ul style="list-style-type: none"> • Provide strategy instruction in the writing process. • Science academic vocabulary will be used daily and displayed on word walls and within student Science Notebooks • TPR will be used to reinforce Science vocabulary and concepts • Provide individual writing conferencing and gradual release of responsibility. • Teachers will use strategies learned at the Biliteracy Academy daily in core instruction. • Administer weekly common assessments and analyze data with verification of mastery form. • Teachers reflect on common assessment results in writing, determine next steps, and submit reflections to principal weekly • 100% of the time lesson plans will reflect identified 		
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CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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			<p>to staff during monthly training .</p> <ul style="list-style-type: none"> The AISD Reading Readiness Criteria chart grades 3-5 to make language of instruction decisions. 	<p>implementation expectations.</p> <ul style="list-style-type: none"> 3-5 grade and DL PK-2 will complete a Reading Readiness chart for every ELL scholar in and ensure best practices are used during La Arts instruction. Running records and fluency checks will be used gage progress and tailor guided reading instruction. 		
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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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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
All teachers on campus will teach five health and/or five CATCH lessons each nine-weeks.		P.E. Teacher	Utilize the developed Health/CATCH curriculum per grade level, K-5.	Teachers will include in weekly, monthly lesson plans evidence of the health/CATCH lessons taught.	May 2015	On-going
The campus will show evidence of an environmental change using Coordinated School Health materials.		P.E. Teacher	Utilize CATCH posters, flyers, marketing materials.	Inclusion of CATCH and health information in campus newsletters, parent correspondence, classrooms, cafeteria, gym, and campus events.	May 2015	On-going
Volma Overton Early College Prep will have two family fitness fun nights annually.	6	P.E. Teacher	Utilize existing events to integrate a health message through a coordinated school wide event.	Flyers, email, newsletters, marketing the event to include health, physical activity, nutrition, and parent/community involvement.	February 2015	Planned
85% of students in grades K-8 will pass the identified skill movement, physical activity, health concept, and social development assessments.		P.E. Teacher	Students will complete various assessments during a grading period.	Students' data will be entered in TEAMS according to grade level and teacher.	May 2015	In progress
100% of students in grades 3-5 of the identified non-restricted students		P.E. Teacher	Data will be collected in the fall and Spring and	All students' data will be entered in Fitnessgram	May 2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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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
(under the health classification for physical education) will be assessed using Fitnessgram			analyzed for fidelity	according to teacher and campus.		
Identify students in the 85 th to 99 th plus percentile to receive health and wellness information and case management for obesity		P.E. Teacher School Nurse	The PE teacher will assess students BMI using Fitnessgram. The PE teacher will collaborate with the nurse to identify students according to their height/weight to determine their BMI percentile. The nurse will provide information to the student and parent in accordance with AISD's case management plan for obesity.	Using Fitnessgram, the campus will be able to identify the groups of students that fall within identified categories. The students in the 99 th plus percentile (with parental involvement and consent) will be case managed using AISD case management plan for obesity.	December 2014	Planned
Principal will provide campus staff, teachers, and parents the campuses Fitnessgram report/results.		Principal	Include distribution of data on school calendar.	Spot checks to see if data were received.	May 2015	On-going
Teachers will participate in providing students with 135 minutes of physical		Classroom Teachers	Teachers may follow the master schedule of the A,	Teachers and students being physically active during the	May 2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-1

Performance Objective: Students and staff will achieve health and fitness through: <ol style="list-style-type: none"> 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) 2. Student participation in physical activities 3. Improvement of Fitnessgram results for all students 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy) 						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
activity weekly			B, and C rotation to identify areas where they can block the time to engage students in physical activity breaks. Teachers may use the WOW Integrated Academic activity games	school day. Identification of WOW lessons used written into teachers' daily lesson plans.		
Campus will comply with nutrition policy (CO, Legal) and wellness policy (FAA, Local).		Principal Staff Members Cafeteria Manager	Principal will share the nutrition memo with staff, teachers, PTA, and parents. Principal will communicate contents of the policy across stakeholders. Teachers will use alternative rewards instead of food.	No compliance issues reported from Texas Department of Agriculture, campus staff, parents, or from food services.	May 2015	On-going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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Table #DR-2

Performance Objective: Effective violence prevention and intervention measures will be in place.						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Campus will become a designated No Place for Hate Campus	1,2,9	Principal Asst. Principal No Place for Hate Leadership Team	Professional development provided to teacher by the Child Study Team regarding violence and signs of bullying	Teachers report and document behavior through the e-CST system.	August 2014- May 2015	In progress
Annual No Place for Hate Week and monthly campus activities will be held on campus to promote solidarity and prevent violence.	2,9	Asst. Principal NPHL Committee	Campus wide lesson plans and events will be distributed and used campus to bring awareness to violence and bullying	All scholars and staff will participate in No Place for Hate week and sign the resolution.	September 8-12	Planning in Progress
Campus will participate in school wide SEL Program with district curriculum support and provide workshops for parents	2,6	Asst. Principal SEL Team Classroom Teachers PSS	Professional develop with be provided using SEL Tool kit and First Steps Curriculum	SEL lessons will be done during SEL Advisory in each classroom and strategies modeled daily by students.	August 2014- 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
Increase parental involvement and/or engagement through consistent home to communication and collaborative efforts of upcoming events	10,6	Parent Support Specialist Principal PBS Committee CIS Staff	<ul style="list-style-type: none"> Send home all communication in English and Spanish. Conduct monthly opportunity for large number of parents to interact 	<ul style="list-style-type: none"> 100% of parent communication is provided in both languages. 30-50 parents attend each parent coffee with demographic representation 	August 2014- May 2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-3

Performance Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			<ul style="list-style-type: none"> with principal (e.g. parent coffees, luncheons, PTA, CAC, etc.). Publish a quarterly parent newsletter. Conduct one big Family Learning Night for each tested subject area. Notify parents of STAAR benchmark results, explain how to interpret results, and provide ways to help their child at home based on those results. Encourage all parents to join the PTA and attend at least two PTA events each semester. Collect signed Title I parent 	<ul style="list-style-type: none"> paralleling that of the scholar body. Quarterly parent newsletter sent to 100% of families. 75% of families attend Family Learning Night. Benchmark scores and letter of explanation sent home after each benchmark test 100% of the time. PTA membership increase by 50% over last school year. 90% of families return signed Title I compact 		

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-3

Performance Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			compacts from each family.			
Promote a positive learning environment to increase attendance and decrease truancy	2,5	PBS Team Principal Counselor Individual Staff members CIS Staff	<ul style="list-style-type: none"> Involve parents in the planning and revision of the VOEP culture and climate plan – includes paycheck system and process of scholar attendance. Partner with community organizations and solicit mentors. Enforce VOECP standardized dress code. Refer to scholars as scholars at all times. Use the full name of our school at all times. Implement S-T-A-R. Implement 3-2-1-0. Integrate character education activities into 	<ul style="list-style-type: none"> Positive interactions between all stakeholders will increase campus wide and be evident in parent surveys. 95% of scholars are in dress code 95% of time. Number of mentors increases by 25% over last school year. Recognition assemblies and staff appreciation days held regularly (see master calendar). 100% of the time lesson plans reflect core content planning and teacher reflection. PBS external observations reflect consistent use of identified strategies. Data reflects a 50% decrease in number of discipline referrals. Teacher and parent 	August 2014- June 2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-3

Performance Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
			daily instruction. <ul style="list-style-type: none"> Recruit mentors for identified scholars. Recognize scholar and staff achievement. Plan and implement strong core instruction. Implement a strong mentoring program for novice, 2nd year, and 3rd year teachers. 	surveys reflect a more orderly school environment. <ul style="list-style-type: none"> Formal and informal survey results shared with entire staff. More novice, 2nd year, and 3rd year teachers plan to return for the next school year. 		

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
Front Office and Support Personnel will participate in Customer Service and Courtesy Training to ensure a positive campus culture and climate	2,4	Beverly Reeves	Resources and strategies provided by CAC personnel	Positive culture and climate and increased parent and staff TELL survey	August 2014	Completed
Faculty and staff will attend Social	2,4	Asst. Principal	Second Step, SEL Toolkit	Staff will use strategies	August 2014	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
Emotional Learning Professional Development and implement the program on campus		SEL Team		presented and discussed during PD in their classrooms daily to combat and support challenging behavior and promote social growth		
Improve the quality and quantity of effective reading instruction through professional development sessions for grades PK-2	3,5	Jessica Acebo, M.Ed. State Literacy Liaison Vaughn Gross Center for Reading and Language Arts	Balanced literacy resources and 3 series PD module.	Components of balanced literacy will be evident in lesson design and classroom instruction.	August 2014	In progress
Campus will participate in Cultural Sensitivity Training	3,5	Principal Angela Ward	Resources from Cultural Proficiency Department in the office of Social and Emotional Learning.	Staff will demonstrate and used strategies discussed to be more inclusive and culturally aware of diversity.	December 2014	On going
Campus will participate in professional development to increase digital learning and curriculum integration on campus	2,3,	Chara Harris Math Technology Curriculum Specialist	CRM's District Math Online Curriculum Resources	Integration of technology will be evident in lesson design and classroom instruction	August 2014	In progress
Staff will participate in Gifted and Talented differentiation training to better meet the needs of advanced performing scholars	2,3,5	Instructional Specialist	CRM's Supplemental and Online Resources	Differentiated instruction will be evident in classroom observations and throughout lesson plan design	August 2014-June 2015	On going

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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: 9.5%		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
Improve the quality of primary core instruction with RTI support provided through the Texas Literacy Initiative Grant to reduce special education referrals	3,9	TLI Specialist AmeriCorps Tutors Teachers	TLI Resources and Curriculum	<ul style="list-style-type: none">Teachers ,specialist and tutors will track scholar academic performance through BOY/MOY/EOY assessment and use research based interventions to scaffold scholars back on grade levelLesson plans reflect implementation of RTI strategies prior to CST considering possible sp. Ed. Testing.Intervention specialists adjust schedules according to needs of scholars.	August 2014-May 2015	In progress
Decrease the number of sped referrals in reading through enhanced balanced literacy and best practices professional	3,4	Jessica Acebo, M.Ed. State Literacy Liaison Vaughn Gross Center for	Balanced literacy resources and 3 series PD module.	Components of balanced literacy will be evident in lesson design and classroom	August 2014-November 2014	In progress

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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-5

Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 9.5%		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
development to improve the quality and quantity of effective reading instruction on campus		Reading and Language Arts, Reading Specialist TLI Specialist		instruction.		

Special Education Service in LRE – All Levels

Table #DR-10						
Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.						
Condition: If rate < 68%					Source: SPED C-IEP (H) 4 th 6 weeks	
Campus rate: 37.3%		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
70% of Sp. ED scholars will be served in the general education population setting 80% of the day or more through purposeful scheduling and IEP design.		Individual teachers Resource teachers Assistant principal Principal	<ul style="list-style-type: none">Ensure that special education scholars receive Tier II interventions as neededEnsure that special education	<ul style="list-style-type: none">100% of the time lesson plans reflect appropriate interventions and TEKS grade level instruction for special education scholars.Resource teachers'	August 2014- May 2015	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-10

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

Condition: If rate < 68% Source: SPED C-IEP (H) 4th 6 weeks

Campus rate: 37.3% 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
			teachers plan closely with regular education teachers and differentiate for scholars in inclusion setting . <ul style="list-style-type: none"> Ensure that all special education scholars are receiving appropriate TEKS grade level instruction Professional development on integration of general and specific accommodations for SWD 	schedules reflect inclusionary practices. <ul style="list-style-type: none"> Gen. Ed teachers are trained on best inclusion practices for Sped scholars. 		

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

ELL Proficiency Levels – All Levels

Table #DR-12						
Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).						
Condition: If percentage of LEP students at beginning proficiency level over two-year period > 4.5%					Source: AISD CDA Report/TELPAS	
Campus rate: 9%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Increase TELPAS performance by decreasing instructional variability and ensure coherence, rigor, and equity of instruction for all ELL scholars.	3,8	Principal Assistant Principal Instructional Specialists Individual teachers	<ul style="list-style-type: none">Provide teachers professional development on TELPAS Data analysis using Linguistic Instructional Alignment Guide	<ul style="list-style-type: none">All bilingual teachers meet monthly to study new AISD bilingual guidelines, dual language (PK-4), ELPS, SIOP, and other resources.All teachers use 2013, 2014 TELPAS data plan to differentiate for instruction to make content comprehensibleMaximize scholar accountable talk during lessons.Implement “planned” scaffolding.Pre-teach vocabulary related to text selections.Ensure that the TEKS and ELPS are aligned and addressed in all lessons.Utilize question stems	August 2014-April 2015	In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-12

Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).						
Condition: If percentage of LEP students at beginning proficiency level over two-year period > 4.5%					Source: AISD CDA Report/TELPAS	
Campus rate: 9%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,3,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
				from the ELPS handbook. <ul style="list-style-type: none">Provide explicit and systematic instruction in English and Spanish phonics .		
Provide teachers professional development on TELPAS data analysis using Linguistic Instructional Alignment Guide		Assistant Principal Dual Language Committee	<ul style="list-style-type: none">ELPS, Linguistic Instructional Guide and District Resources	<ul style="list-style-type: none">Evidence of Dual Language and strengthen Instructional Core will be evident during walkthroughs in every classroom.	August 2014-June 2015	In progress
Implement the Gomez and Gomez enrichment model with fidelity		Administration	<ul style="list-style-type: none">Dual Language PD, DL walkthroughs, DL CRMs	<ul style="list-style-type: none">Gomez and Gomez campus evaluation	August 2014-June 2015	In progress
Implement Spanish reading methodology and monitor student performance on fluency, comprehension and phonics using Tejas LEE and EDL assessments.		Administration, LPAC Chair, Literacy Coaches/Specialist and Dual Language Teachers	<ul style="list-style-type: none">Spanish Reading Curriculum and supplemental reading materials	<ul style="list-style-type: none">Tejas LEE and EDL assessments	September 2014-June 2015	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:	Tier 3 instruction and tutoring is provided to at-risk scholars
General Supplies for at-risk students:	Materials purchased to support interventions for at-risk scholars
Transition Services (from middle school to high school or from elementary school to middle school):	N/A
Middle School reading and math initiatives:	N/A
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	N/A
Reading specialists (to include literacy coaches):	Reading specialist serves at-risk scholars daily on campus to improve academic success
Math specialist (FTE for math interventions):	Math specialist serves at-risk scholars daily on campus to improve academic success
Elementary Counselors:	N/A
Dropout prevention services:	N/A
DELTA (or other credit recovery programs):	N/A
Parent Support Specialist (or other parent involvement expenses):	Parent Support Specialist provides resources, classes and engagement opportunities for parents and families of at-risk scholars
9 th 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
	Notify staff of deficit area(s)
<input checked="" type="checkbox"/>	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:

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

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	ACCT #	How will Expenditure Improve Student Performance?		Amount of Expenditure	How will impact be assessed?
		Improvement strategy	Needs Assessment		
Personnel					
*.5 AP	23-6119			\$0.00	
*Teacher	11-6119			\$0.00	
* Instructional Specialists(s)	13-6119	Provide intervention to improve student performance	STAAR Results	\$135,778.00	Increased STAAR Results
*TA(s)	11-6129			\$0.00	
*Technology Specialist	53-6129	Use technology to support core instruction	Technology integration	\$29,699.00	Increased STAAR Results
*.5 PSS	61-6129	Teach STAAR reading and math strategies to parents	Parent Involvement	\$17,355.00	Increased STAAR Results
Ext Duty - Teachers Tutoring	11-6118	Provide intervention to improve student performance	STAAR Results	\$25,000.00	Increased STAAR Results
Ext Duty - Teachers Planning	13-6118			\$0.00	
Subs	11-6112			\$0.00	
PT Hourly	11-6125	Provide intervention to improve student performance	STAAR Results	\$37,629.00	Increased STAAR Results
*Salary Adjustment = 5% of salaries	11-6148			\$9,140.00	
				\$0.00	
Instructional Supplies, Materials, and Equipment (Function 11)	ACCT#				
Copier Rental	11-6265	Provide materials for classroom and scholar use.	Focused CORE Instruction and STAAR Results	\$7,796.52	Increased STAAR Results
Misc Contr Svcs	11-6298			\$0.00	
Reproduction Costs	11-6299	Use booklets for Homework and STAAR practice	STAAR Results depend on these practice materials	\$5,000.00	Increased STAAR Results
Reading Materials	11-6329				

Testing Materials (STAAR)	11-6339	STAAR results	Deliver focused CORE instruction	\$3,000.00	Increased STAAR Results
Computer Related Equip <\$5000	11-6396			\$0.00	
Software	11-6397	independent Reading, Academic Information Source	Strengthen independent reading program and comprehension	\$9,376.00	Increased STAAR Results
General Supplies	11-6399	General supplies to support instruction	Use supplies for instruction	\$55,964.48	Increased STAAR Results
Student Travel (Charter Bus)	11-6412			\$0.00	
Field Trips (Yellow Bus)	11-6494			\$0.00	
Food/Refreshments	11-6497			\$0.00	
Misc Oper Exp	11-6499	Adhere to vertical team early college signature plan	Expose scholars to college atmosphere	\$2,500.00	Increased STAAR Results
				\$0.00	
Supplies, Materials, and Equipment (Function 13)	ACCT#				
Misc Contr Svcs	13-6298	Parental and scholars involvement	Provide communication to parents about school events and academic announcements	\$8,600.00	Increased STAAR Results and Parental Involvement
Reading Materials	13-6329			\$0.00	
General Supplies	13-6399	Staff Development	Strengthen Core and Meet AYP	\$37,000.00	Increased STAAR Results
Emp Travel	13-6411			\$0.00	
				\$0.00	
				\$0.00	
Instructional Supplies/Materials (Function 12 Library)	ACCT#				
Reading Materials	12-6329	Independent Reading	Strengthen independent reading program and comprehension	\$15,000.00	Increased STAAR Results
General Supplies	12-6399			\$0.00	
				\$0.00	
Instructional Supplies/Materials (Function 23 Admin)	ACCT#				
Reading Materials	23-6329			\$0.00	
General Supplies	23-6399			\$0.00	
Emp Travel	23-6411			\$0.00	

				\$0.00	
Instructional Supplies/Materials (Function 31 Counselor)	ACCT#				
Reading Materials	31-6329			\$0.00	
General Supplies	31-6399			\$0.00	
Misc Oper Exp	31-6499			\$0.00	
				\$0.00	
Instructional Supplies/Materials (Function 61 Parent Involvement)	ACCT#				
Reading Materials	61-6329			\$0.00	
General Supplies	61-6399	Parent Involvement	Teach STAAR reading and math strategies to parents	\$2,500.00	Increased STAAR Results
Emp Travel	61-6411	Parent Involvement	Teach STAAR reading and math strategies to parents	\$2,083.00	Increased STAAR Results
Food/Refreshments	61-6497	Parent Involvement	Teach STAAR reading and math strategies to parents	\$1,000.00	Increased STAAR Results
				\$0.00	
Other Requests					
				\$0.00	
				\$0.00	
Total (Must Match BTO Total)				\$404,421.00	

Campus Scorecard 2014-15
189 - Overton 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	28%	26%	30%	41%
Afr Amer	31%	30%	40%	49%
Hispanic	26%	25%	27%	38%
White	-	-	*	100%
Asian	-	-	*	15%
Two+	*	*	*	15%
SpEd	24%	48%	50%	58%
ECD	26%	26%	29%	39%
ELL	20%	16%	23%	35%

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	32%	24%	36%	46%
Afr Amer	30%	26%	29%	40%
Hispanic	33%	23%	37%	47%
White	-	-	*	15%
Asian	-	-	*	15%
Two+	*	<1%	*	100%
SpEd	43%	41%	53%	60%
ECD	31%	22%	35%	45%
ELL	29%	14%	35%	44%

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	34%	21%	30%	40%
Afr Amer	38%	32%	*	30%
Hispanic	31%	17%	34%	44%
White	-	-	*	58%
Asian	-	-	-	0%
Two+	*	*	*	15%
SpEd	30%	73%	50%	58%
ECD	33%	21%	28%	38%
ELL	36%	10%	29%	40%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	28%	25%	25%	36%
Afr Amer	30%	33%	40%	49%
Hispanic	27%	18%	20%	32%
White	-	-	-	0%
Asian	-	-	-	0%
Two+	-	*	*	15%
SpEd	13%	33%	43%	51%
ECD	27%	23%	25%	36%
ELL	15%	<1%	*	20%

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	8%	7%	3%	8%
Afr Amer	10%	12%	*	12%
Hispanic	7%	4%	*	7%
White	-	-	*	5%
Asian	-	-	*	5%
Two+	*	*	*	5%
SpEd	3%	7%	*	5%
ECD	6%	6%	3%	8%
ELL	6%	1%	*	6%

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	11%	9%	15%	19%
Afr Amer	12%	8%	12%	16%
Hispanic	11%	9%	15%	20%
White	-	-	*	5%
Asian	-	-	*	5%
Two+	*	<1%	*	29%
SpEd	8%	<1%	*	16%
ECD	11%	7%	14%	18%
ELL	10%	8%	14%	18%

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	3%	3%	*	7%
Afr Amer	9%	5%	*	9%
Hispanic	<1%	3%	*	6%
White	-	-	*	5%
Asian	-	-	-	0%
Two+	*	*	*	5%
SpEd	<1%	18%	*	5%
ECD	2%	3%	*	6%
ELL	<1%	<1%	*	5%

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	3%	9%	8%	12%
Afr Amer	3%	11%	*	19%
Hispanic	2%	8%	*	10%
White	-	-	-	0%
Asian	-	-	-	0%
Two+	-	*	*	5%
SpEd	<1%	22%	*	32%
ECD	1%	10%	8%	13%
ELL	<1%	<1%	*	11%

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	53%	65%	75%
Afr Amer	54%	60%	70%
Hispanic	53%	66%	76%
White	-	*	100%
Amer Ind	*	-	0%
Asian	-	-	0%
Two+	*	*	100%
SpEd	*	56%	70%
ELL	-	52%	70%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Mathematics - Met or Exceeded Progress

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	46%	69%	80%
Afr Amer	54%	62%	72%
Hispanic	41%	73%	83%
White	-	*	100%
Amer Ind	*	-	0%
Asian	-	-	0%
Two+	*	*	100%
SpEd	*	44%	70%
ELL	-	72%	82%

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	8%	19%	30%
Afr Amer	7%	18%	30%
Hispanic	9%	21%	35%
White	-	*	50%
Amer Ind	*	-	0%
Asian	-	-	0%
Two+	*	*	50%
SpEd	*	*	30%
ELL	-	26%	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	10%	23%	40%
Afr Amer	10%	18%	30%
Hispanic	11%	27%	40%
White	-	*	50%
Amer Ind	*	-	0%
Asian	-	-	0%
Two+	*	*	50%
SpEd	*	*	30%
ELL	-	19%	30%

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	58%	73%	76%	80%
Kinder DRA Spanish	71%	61%	69%	75%
1st DRA English	48%	30%	42%	52%
1st DRA Spanish	55%	72%	55%	65%
2nd DRA English	27%	36%	29%	50%
2nd DRA Spanish	64%	64%	68%	75%

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	97.7%	96.6%	96.2%	96.5%	97.0%
Afr Amer	97.0%	95.6%	95.1%	95.5%	97.0%
Hispanic	98.0%	97.1%	96.7%	96.9%	97.0%
White	*	*	*	98.6%	99.6%
Amer Ind	<1%	*	*	<1%	0.0%
Asian	<1%	<1%	*	*	98.6%
Two+	*	96.7%	95.4%	96.4%	97.0%
ECD	97.7%	96.6%	96.2%	96.5%	97.0%

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

* Denominator is less than 900(excluding 0)

- Denominator is 0

Discipline Targets

Campus Discretionary Removals

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

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus Suspensions to Home

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	33	3.66%	20	2.32%	6	<1%	0.35%
Afr Amer	18	6.36%	15	6.05%	*	*	0.00%
Hispanic	14	2.33%	5	<1%	5	<1%	0.35%
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	734	693
Afr Amer	201	183
Hispanic	517	487
White	3	6
Amer Ind	3	-
Asian	1	2
Two+	9	15

Data Source: Actual-TAPR, Estimated-PEIMS Submission 1

TELPAS - Students at Beginning Level in Second Year of Testing

	2012-13			2013-14			2014-15
	# Tested 2 Yrs	# Beginning 2013	%	# Tested 2 Yrs	# Beginning 2014	%	Improvement Goal
All Students	191	17	9%	178	19	11%	6%
Afr Amer	-	-	-	*	*	*	0%
Hispanic	189	17	9%	176	18	10%	6%
White	*	*	*	92	13	14%	7%
SpEd	6	*	*	12	5	42%	30%
ECD	189	17	9%	173	19	11%	6%

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	49	27	55%	35	24	69%	29	15	52%	20	13	65%	26	8	31%	16	6	38%
F	Hispanic	112	66	59%	70	53	76%	114	64	56%	56	47	84%	101	55	54%	64	47	73%
F	White	-	-	-	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		161	93	58%	105	77	73%	145	80	55%	77	60	78%	127	63	50%	80	53	66%
M	Afr Amer	71	39	55%	56	49	88%	52	29	56%	36	30	83%	40	23	57%	26	16	62%
M	Hispanic	138	67	49%	84	68	81%	104	38	37%	66	57	86%	107	45	42%	69	55	80%
M	White	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		209	106	51%	140	117	84%	156	67	43%	102	87	85%	149	69	46%	96	72	75%
Total		370	199	54%	245	194	79%	301	147	49%	179	147	82%	276	132	48%	176	125	71%

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-R5-189-5-24-0-00	Extra Duty - CP-SSIG-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-189-5-24-0-00	Extra Duty - CP-AYP Elem-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-RR-189-5-24-0-00	Extra Duty - CP-Read Literacy-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-189-5-30-0-00	Extra Duty - CP-AFL-Overton	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-90-189-5-24-0-00	Professional Salary - CP-PreK-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-189-5-24-0-00	Professional Salary - CP-Read Literacy-Overton	80,647.00	0.00	9,056.57	71,590.43	88.77 %
199-11-6121-R4-189-5-24-0-00	Overtime - CP-At Risk-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R8-189-5-24-0-00	Overtime - CP-AYP Elem-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-189-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-00-189-5-24-0-00	Support Personnel Salary - CP-Overton	47,379.00	0.00	0.00	47,379.00	100.00 %
199-11-6129-R4-189-5-24-0-00	Support Personnel Salary - CP-At Risk-Overton	72,000.00	0.00	5,703.98	66,296.02	92.07 %
199-11-6141-00-189-5-24-0-00	FICA - CP-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-189-5-24-0-00	FICA - CP-PreK-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-189-5-24-0-00	FICA - CP-At Risk-Overton	5,508.00	0.00	341.14	5,166.86	93.80 %
199-11-6141-R5-189-5-24-0-00	FICA - CP-SSIG-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-189-5-24-0-00	FICA - CP-AYP Elem-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-189-5-24-0-00	FICA - CP-Read Literacy-Overton	6,169.00	0.00	511.72	5,657.28	91.70 %
199-11-6141-B1-189-5-30-0-00	FICA - CP-AFL-Overton	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-189-5-24-0-00	Health/Life Ins - CP-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-90-189-5-24-0-00	Health/Life Ins - CP-PreK-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-189-5-24-0-00	Health/Life Ins - CP-At Risk-Overton	16,431.00	0.00	825.85	15,605.15	94.97 %
199-11-6142-R5-189-5-24-0-00	Health/Life Ins - CP-SSIG-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-189-5-24-0-00	Health/Life Ins - CP-Read Literacy-Overton	5,498.00	0.00	417.75	5,080.25	92.40 %
199-11-6143-00-189-5-24-0-00	Wk's Comp - CP-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-90-189-5-24-0-00	Wk's Comp - CP-PreK-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-189-5-24-0-00	Wk's Comp - CP-At Risk-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-189-5-24-0-00	Wk's Comp - CP-SSIG-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-189-5-24-0-00	Wk's Comp - CP-AYP Elem-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-189-5-24-0-00	Wk's Comp - CP-Read Literacy-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-189-5-30-0-00	Wk's Comp - CP-AFL-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-189-5-24-0-00	Teacher Retirement - CP-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-90-189-5-24-0-00	Teacher Retirement - CP-PreK-Overton	0.00	0.00	0.00	0.00	0.00 %

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Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6146-R4-189-5-24-0-00	Teacher Retirement - CP-At Risk-Overton	396.00	0.00	24.83	371.17	93.72 %
199-11-6146-R5-189-5-24-0-00	Teacher Retirement - CP-SSIG-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-189-5-24-0-00	Teacher Retirement - CP-AYP Elem-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-189-5-24-0-00	Teacher Retirement - CP-Read Literacy-Overton	999.00	0.00	25.63	973.37	97.43 %
199-11-6146-B1-189-5-30-0-00	Teacher Retirement - CP-AFL-Overton	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		<u>245,848.00</u>	<u>0.00</u>	<u>16,907.47</u>	<u>228,940.53</u>	
199-11-6399-B1-189-5-30-0-00	General Supplies - CP-AFL-Overton	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-11-6494-B1-189-5-30-0-00	Field Trips - CP-AFL-Overton	0.00	0.00	0.00	0.00	0.00 %
199-11-6499-B1-189-5-30-0-00	Misc Operating Expenses - CP-AFL-Overton	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
11 Total		<u>245,848.00</u>	<u>0.00</u>	<u>16,907.47</u>	<u>228,940.53</u>	
199-13-6119-RR-189-5-24-0-00	Professional Salary - CP - Reading Lit - Overton EL	0.00	0.00	0.00	0.00	0.00 %
199-13-6122-CP-189-5-24-0-00	Subs for Support Personnel - CP-Campus Cost-Overton	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-13-6298-R6-189-5-24-0-00	Misc Contracted Services - CP-Tech Support/1D-Overton	1,693.00	1,692.25	0.00	0.75	0.04 %
Total 6200 Purchase & Contracted Services		<u>1,693.00</u>	<u>1,692.25</u>	<u>0.00</u>	<u>0.75</u>	
13 Total		<u>1,693.00</u>	<u>1,692.25</u>	<u>0.00</u>	<u>0.75</u>	
199-23-6396-R6-189-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
23 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-31-6117-00-189-5-24-0-00	Career Ladder - CP-Overton	0.00	0.00	0.00	0.00	0.00 %

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Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-31-6118-00-189-5-24-0-00	Extra Duty - CP-Overton	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-189-5-24-0-00	Professional Salary - CP-Overton	45,550.00	0.00	5,115.22	40,434.78	88.77 %
199-31-6141-00-189-5-24-0-00	FICA - CP-Overton	3,717.00	0.00	287.98	3,429.02	92.25 %
199-31-6142-00-189-5-24-0-00	Health/Life Ins - CP-Overton	5,355.00	0.00	416.75	4,938.25	92.21 %
199-31-6143-00-189-5-24-0-00	Wk's Comp - CP-Overton	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-189-5-24-0-00	Teacher Retirement - CP-Overton	813.00	0.00	76.79	736.21	90.55 %
Total 6100 Payroll Costs		55,435.00	0.00	5,896.74	49,538.26	
199-31-6329-CP-189-5-24-0-00	Reading Materials - CP-Campus Cost-Overton	0.00	0.00	0.00	0.00	0.00 %
199-31-6397-CP-189-5-24-0-00	Software - CP-Campus Cost-Overton	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-189-5-24-0-00	General Supplies - CP-Campus Cost-Overton	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-189-5-24-0-00	Employee Travel - CP-Campus Cost-Overton	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		55,435.00	0.00	5,896.74	49,538.26	
199-61-6118-B1-189-5-30-0-00	Extra Duty - CP-AFL-Overton	0.00	0.00	0.00	0.00	0.00 %
199-61-6119-B1-189-5-30-0-00	Professional Salary - CP-AFL-Overton	0.00	0.00	0.00	0.00	0.00 %
199-61-6121-B1-189-5-30-0-00	Overtime - CP-AFL-Overton	0.00	0.00	0.00	0.00	0.00 %
199-61-6129-B1-189-5-30-0-00	Support Personnel Salary - CP-AFL-Overton	16,000.00	0.00	1,761.58	14,238.42	88.99 %
199-61-6139-B1-189-5-30-0-00	Employee Allowance - CP-AFL-Overton	528.00	0.00	26.00	502.00	95.07 %
199-61-6141-B1-189-5-30-0-00	FICA - CP-AFL-Overton	1,224.00	0.00	86.50	1,137.50	92.93 %
199-61-6142-B1-189-5-30-0-00	Health/Life Ins - CP-AFL-Overton	2,734.00	0.00	416.75	2,317.25	84.75 %
199-61-6143-B1-189-5-30-0-00	Wk's Comp - CP-AFL-Overton	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-189-5-30-0-00	Teacher Retirement - CP-AFL-Overton	70.00	0.00	6.29	63.71	91.01 %
Total 6100 Payroll Costs		20,556.00	0.00	2,297.12	18,258.88	
199-61-6411-B1-189-5-30-0-00	Employee Travel - CP-AFL-Overton	0.00	0.00	0.00	0.00	0.00 %

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Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
Total 6400	Other Operating Costs	0.00	0.00	0.00	0.00	
61	Total	20,556.00	0.00	2,297.12	18,258.88	
Total	Fund 199 General Fund	323,532.00	1,692.25	25,101.33	296,738.42	

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

Current Date: 10/17/2014
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Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		323,532.00	1,692.25	25,101.33	296,738.42	

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

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