St. Elmo Elementary School

2014-2015
Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	☒
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	☐
• orientation at CAC meeting (provided by campus)	☒
• orientation at CAC meeting (provided by central office)	☐
• district-wide orientation session	☐

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

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

We confirm the above information as correct …

Position	Name	Date
Principal	Adriana Gonzales	9/22/14
Co-Chair	Megan Elkins	9/22/14
Co-Chair	Sonia Lopez	9/22/14

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	**Adriana Gonzales**

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2nd Tues):	Monday
Time:	3:00 p.m.

Voting Members	Name	CAC Co-Chair (✔)	CAC Sec. (✔)	PTA Pres. (✔)	Classroom Teacher (✔)	SpEd Expertise (✔)	Other Prof. Staff Member (Give Title)
Parent	Maria Fernandez/Irene Slama			✔			■
Parent	Marta Ramirez						■
Parent	Nicole Lentfer						■
Parent	Celeste Perez	✔					
Parent	Karl White						
Parent							
Professional Staff Member	Sally Tamayo				✔		
Professional Staff Member	Laura Boone				✔		
Professional Staff Member	Ida Elmore				✔		
Professional Staff Member	Tracy Machu				✔	✔	
Professional Staff Member	Amy McFadden	✔					Librarian
Professional Staff Member							
Classified Staff Member	Sonia Lopez						■
Student (If Applicable)							
Student (If Applicable)							
Business Representative	Megan Elkins (Foundation Communities)						
Community Representative	A+ FCU representative						■

CAMPUS NEEDS ASSESSMENT FOR 2014-2015

CAMPUS NEEDS ASSESSMENT

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

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

Demographic Data	
• Attendance	☒
• Discipline	☒

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

Other data reviewed for needs assessment: *(add bullets as necessary)*
- 2013-14 Fitnessgram

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

- Increase student achievement in Language Arts, Mathematics, and Science
- Improved special education rate of inclusion in general education classroom

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	*For Elementary:* Transition to K assistance to Pre-K/EC students

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-1	☐State: Below safeguard target

Performance Objective: Implement a campus-wide balanced **literacy** program to produce highly literate learners.

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
1. Teachers analyze available data, including benchmarks, STAAR, DRA 2. Based on identified challenge areas, Gr. level teams will set literacy goals, implement agreed upon improvement strat., & monitor progress each 9- Wk period. 3.Continue mentoring via Barking Book Buddies program 4. Provide in-school &/or after school interventions for identified sts. grs. K-5 5. Differentiate instruction for students including special education, GT, English language learners. 6. Implement Creative Learning Initiative (CLI) teaching techniques during literacy instruction 7. Provide parent training (Eng.& Span.) on how to help students at home, including literacy sessions	1,2,3,4,6,8,10	PK-5 classroom teachers Becky Ward Adriana Gonzales	Professional development on identified literacy topics, CLI training CRMs Funding for small group interventions	• 90% or more sts. grs. 3-5 meet min. expectations on STAAR reading • 90% or more K-2 sts. readat/or above grade level based on EOY DRA scores • 90% of sts. meet STAAR writing passing standards • 24% of students grades 3-5 score at advanced levels on Reading and Writing STAAR • Increased parent participation in family literacy events from previous year • Use of CLI teaching techniques observed during walkthroughs and noted in lesson plans	Aug.-May, 2015	1. Completed 2. Completed 3. In progress 4. In progress 5. In progress 6. In progress 7. In. progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

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-2	☐State: Below safeguard target

Performance Objective: Implement the district **math** instructional program PK-5 to develop flexible problem solvers who can apply varied mathematical strategies/concepts to everyday situations.

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
1.Teachers analyze available data 2. Based on identified challenge areas, grade level teams will set math goals, implement agreed upon specific improvement strategies, & monitor progress 3. Increase number of parents participating in math training events (math morning/night)by advertising widely, providing door prizes, etc. 4.Continue implementation of campus "Math Masters" program grs. PK-5 to develop numerical fluency 5.Implement GT identif. process in math 6.Differentiate instruction for students including Special education, GT, ELL 7. Provide in-school and/or after school interventions for identified students, along with afterschool enrichment classes, including chess 8. Use technology to reinforce math concepts	1,2,3,4,6,8,10	PK-5 Classroom Teachers Becky Ward Adriana Gonzales	Professional development on effective math practices , guided math strategies, numerical fluency, use of technology to reinforce math concepts, CLI, GT CRMs Various math software	• 90% of grade 3-5 students meet or exceed minimum standards on STAAR Math • 23% of grade 3-5 students score at advanced level on STAAR math • Parent information & Training on how they can support math instruction & understanding assessments in Span., & Eng. • Use of CLI teaching techniques observed during walkthroughs and noted in lesson plans	Aug.-May, 2015	1. Completed 2. Completed 3. Not started 4. In progress 5. In progress 6. In progress 7. In progress 8. In progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components		
Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component		
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-3	☐State: Below safeguard target

Performance Objective: Implement rigorous **Science** instructional program campus-wide to develop inquiry-based, critical thinkers who can apply scientific strategies/concepts to everyday situations.

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
1. Teachers analyze available data 2. Teachers: ➢ Provide in-school sci. camp gr. 4,5 ➢ Provide science interventions in/after school for struggling students ➢ Provide 5th gr. students with hands-on learning activities including Earth Camp, & McKinney Roughs ➢ Provide students with additional practice in measuring 3. Provide in-school and/or after school interventions for identified students including Science club, robotics, I-Pads 4. Provide science activities for parents & students such as Science Fair, Science Bowls, preparing science fair projects, etc. 5. Provide differentiated Science learning opportunities for GT students in all grs.	1,2,3,4,6,8,10	PK-5 Classroom Teachers Becky Ward Adriana Gonzales	Provide science training for teachers on interactive notebooks; technology applications, CLI and other identified needs Various science software	• 5th gr teachers participate in data analysis/decision-making sessions with principal & support staff • 100% of PK-5 teachers implement use of interactive notebooks • 90% of grade 5 students meet or exceed minimum standards on Science STAAR • 20% of grade 5 students score at advanced level on Science STAAR	Aug.-May, 2015	1. Completed 2. Completed 3. In progress 4. Not started 5. In progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components		
Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component		
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-4	☐State: Below safeguard target

Performance Objective: Implement Creative Learning Initiative (CLI) campus-wide.

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
1. Train teachers on Creative Learning Initiative program and techniques on an on-going basis throughout the year, with guidance from the CLI coach and specialist, grades PK-5 2. Implement CLI techniques in all classrooms, with a focus on drama based strategies during 2014-15 3. Provide fine arts experiences for students including attending various performances on and off campus such as Austin Jazz Workshop, AISD Student Art Show, Choral Festival, Young People's Concert, and Recorder Festival 4. Collaborate with community vendors to provide Fine Arts related after-school classes for PK-5 students 5. Inform parents and school community about CLI program goals and activities and seek their participation in various campus CLI activities 6. Complete annual Arts inventory	2,4,9,	A. Gonzales	CLI training for teachers CLI Coach and Specialist CLI funding	• All teachers and administrators attend beginning of the year CLI training and on-going as appropriate • Classroom teachers participate in on-going embedded CLI staff development with CLI coach and Specialist • Fine arts related after-school programs • Students attend fine arts related performances on and off campus • Parent information provided on CLI program	Aug. 2014-June,2015	1. In progress 2. In progress 3. In progress 4. In progress 5. In progress 6. Not started

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-5	☐State: Below safeguard target

Performance Objective: Implement Advancement Via Individual Determination(AVID) Initiative campus-wide in line with Crockett Vertical Team.

Applicable Strategic Plan Goal(s): 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
1. Train administrators and 4th and 5th grade teachers on AVID program requirements and activities 2. Develop and implement campus AVID implementation plan for 2014-15 3. Provide on-going training for teachers and administrators throughout the year 4. Plan 5th grade study trips to college campuses for students 5. Post college banners in 4th and 5th grade classrooms to increase college-going culture on campus and college awareness 6. Inform parents about AVID program 7. Continue collaboration with Neighborhood Longhorns Program for grades 3-5 8. Provide College/Career themed campus events including Career Day, Career Dress Up Day, Monday morning community meetings that include a focus on college-going culture and college awareness	2,4	A. Gonzales 4th and 5th grade teachers	AVID conference AVID coordinator AVID resources and funding Neighborhood Longhorns coordinator	• All 4th and 5th grade teachers and principal attend AVID conference • Campus AVID implementation plan • 4th and 5th grade students participate in college visits • College banners posted throughout campus and in classrooms • Parent information flyers, agendas, etc. • Neighborhood Longhorns Program activities • Career Fair, Career Dress Up Day	Aug. 2014-June,2015	1. Completed 2. Completed 3. In progress 4. In progress 5. Completed 6. In progress 7. In progress 8. In progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components		
Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component		
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-6	☐ State: Below safeguard target

Performance Objective: Implement use of technology to support digital learning.

Applicable Strategic Plan Goal(s): 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
1. Train teachers on use of technology in content areas as needed and on recognition and prevention of cyberbullying, digital safety and security 2. Teachers complete STAR Charts 3. Provide students with web-based learning in content areas, including use of I-station, Stemscopes, Brainpop, and other content area resources. 4. 5th grade students participate in Student Technology Assessment 5. Provide technology related learning opportunities during the school day and through after school programs. 6. Improve campus website to improve parent outreach. 7. Provide technology related training for parents.	1,2	A. Gonzales B. Ward	Cyberbullying prevention modules and training STAR charts Web-based learning sites After school program funds	• All teachers complete cyberbullying prevention modules • STAR charts submitted as required • Use of web-based learning as observed via walkthroughs and lesson plan review • Afterschool programs • Parent training • Updated campus website • 80% of 5th grade students achieve proficient level on Student Tech. Lit. Assess.	Aug. 2014-June,2015	1. In progress 2. Not started 3. In progress 4. In progress 5. In progress 6. In progress 7. In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
Performance Objective 1: 1. Implement CSH framework including the CATCH/WOW, nutrition, wellness curriculum PK-5 2. Inform parents about health and nutrition curric. provide par.wkshops	1,2,3,4,6,8,10	Classroom teachers School Health Team P.E. Teacher A. Gonzales	P.E. equipment Foods of Nutritional Value guidelines CATCH/WOW curriculum	• Parent meeting agendas, flyers, mtg. minutes include topics on health/fitness • CATCH/WOW activities noted in lesson plans and during walkthroughs	Aug.- May, 2015	1. In progress 2. In progress
Performance Objective 2: 1. Participate in commun. fitness progr. 2. Provide fitness classes for students	1,2,3,4,6,8,10	Classroom teachers School Health Team P.E. Teacher A. Gonzales	CATCH/WOW curriculum Brain Breaks	• Students participate in Marathon kids, UT volleyball, Fam. Fitness, Track & Field • Fitness Classes offered		1. In progress 2. In progress
Performance Objective 3: 1. Provide fitness activities that focus on Fitnessgram areas for improvement: BMI, Aerobic Capacity, trunk lift 2. Increase exercise opportunities during recess and WOW	1,2,3,4,6,8,10	Classroom teachers School Health Team P.E. Teacher A. Gonzales	CATCH/WOW curriculum	• Increased %age of students in Healthy Zone on Fitnessgram • Increased time spent on exercise during WOW & recess		1. In progress 2. In progress
Performance Objective 4: 1. Provide staff fitness/ wellness activities 2. Implement GAVA initiative 3. Comply with nutrition guidelines 4. Organize a campus student wellness team and plan activities	1,2,3,4,6,8,10	Classroom teachers School Health Team P.E. Teacher A. Gonzales	Foods of Nutritional Value guidelines Fitness/wellness activities	• Staff completes HRA • Implement identified GAVA activities • Staff flu shots on campus		1. In progress 2. In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
1. Implement No Place for Hate campus-wide activities, including training on bullying prevention, bystander power 2. Implement Social Emotional Learning curriculum PK-5 3. Provide weekly counseling sessions 4. Provide after-school programming for students to nurture career exploration and positive experiences that nurture emotionally healthy school environment. 5. Implement campus safety plan	1, 4	Classroom teachers Counselors Nora Ojeda	No Place for Hate campus plan SEL materials & timeline Counselors' plan for SEL support Campus Safety plan	• Campus earns No Place for Hate designation • SEL curriculum implemented as evidenced by walkthroughs • Weekly counseling sessions in classrooms • Drills, safety training	Aug.-May, 2015	1. In progress 2. In progress 3. In progress 4. In progress 5. In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-3

Performance Objective: Parental involvement will be encouraged.

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

Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Grade levels plan student presentations for PTA meetings to ensure parent attendance 2. Parent Conferences—Fall & Spring 3. Provide Parent training such as Literacy and Math nights, SEL, Wellness, Nutrition, Fitness 4. Communicate with parents via newsletter, website, school messenger, flyers, Back to School Night, Parent Conference Night,etc. 6. Schedule informal parent/principal meetings via Coffee & Lunch with the Principal 7. Provide transition activities and training on transition of students from PK to K; 5th to 6th grade 8. Inform parents about GT, Special Ed., Bilingual Ed., CLI, AVID, and other topics as requested by parents. 9. Provide parent volunteer opportunities during the school day such as guest readers, library help, etc. 10. Increase parent awareness about importance of attendance 11. Provide family fun events such as Family Fitness Nights, Winter Fest	1,2,6,9,10	A. Gonzales Parent Support Spec. All classroom teachers	2014-15 Schedule for PTA meetings Campus website training Parent Connect GT, AVID, CLI information for parents	• 100%of PTA meetings include student presentations • 100% parent participation in Fall & Spring conferences • Family Literacy & Math nights held • Transition training offered to parents (agendas, sign-in sheets) • Parent workshops provided on parent requested topics and GT, AVID, CLI • Parent volunteer hours • 97% student attendance for 2014-15 school year	Sept. – May, 2014	1. In progress 2. In progress 3. In progress 4. In progress 5. In progress 6. In progress 7. In progress 8. In progress 9. In progress 10. In progress 11. Not started

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
1. Teachers attend GT certification and update training as needed. 2. Provide on-campus technology training on topics identified on campus survey 3. Provide ongoing training for teachers on campus initiatives including, SEL, campus safety, No Place for Hate training, Creative Learning Initiative (CLI), and AVID as a means to increase student climate, provide anti-bullying awareness, dropout prevention 4. Provide CPR and EPI pin training for staff on campus 5. Provide staff development on differentiated instruction in content areas as needed related to GT, dyslexia, 504, ELLs	1,4	Staff training scheduled Tech survey results to identify needed training CPR training No Place for Hate plan Classroom Teachers	Staff training scheduled Tech survey results to identify needed training CPR training No Place for Hate plan CLI Coach, Specialist	• 100% of staff GT trained as needed • Campus technology survey developed and data reviewed • SEL, AVID, No Place for Hate, CLI training provided (agendas) • CPR training offered on campus • Campus earns No Place for Hate designation for 2014-15 • CLI training provided	Sept.- May, 2015	1. In progress 2. In progress 3. In progress 4. Not started 5. In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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

Special Education Service in LRE – *All Levels*

Table #DR-10

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

Condition: If rate < 68%				Source: SPED C-IEP (H) 4th 6 weeks		
Campus rate: 65.2%			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
1. Analyze available data 2. Train classroom teachers on strategies for differentiation and accommodation of instruction 3. Increase collaboration between Special education and general education teachers.		A. Gonzales Classroom Teachers Sped. Teachers	Student achievement data Plan for interventions CST tools	• Meeting minutes • Increased rate of inclusion in general ed. classes for special education students.	Aug.-May, 2015	1. Completed 2. In progress 3. In progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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: 6%			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
1. Analyze available LEP student data, including TELPAS, STAAR, DRA 2. Provide prof. development training as needed on ELPS, dual language, TELPAS, math, early literacy in Spanish & English, etc. 3. Continue to implement one-way dual language program 4. Provide in school and/or after school interventions for identified ELL students to increase English literacy and vocabulary development 5. Provide parents information on students' progress on an on-going basis	1,2,3,8,	A. Gonzales Classroom teachers	Student achievement data Plan for interventions	• Less than 4% of ELLs score at beginning proficiency on TELPAS over a 2-year period • Training provided/Sign in sheets • Bilingual education information and BL student progress provided to parents	Aug. 2014-May, 2015	1. Completed 2. In progress 3. In progress 4. In progress 5. 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:	Teachers are provided supplemental pay for tutoring students and during after-school classes
General Supplies for at-risk students:	Supplemental instructional supplies provided for students as needed.
Transition Services (from middle school to high school or from elementary school to middle school):	Campus visits by Bedicheck principal, band, AVID reps to 5th grade classrooms. Choice sheet selection coordinated with Bedicheck staff
Reading specialists (to include literacy coaches):	Reading specialist provides supplementary reading instruction during the day and after school and supports teachers by serving as a resource.
Math and Literacy interventionists	During school instructional interventions for identified students are provided in math, reading, science
Elementary Counselors:	Counselors support classrooms via various topics for discussion during weekly visits
Dropout prevention services:	Close monitoring of student attendance including parent communication and training
Parent Support Specialist (or other parent involvement expenses):	PSS provides outreach to parents via monthly meetings, frequent written communication, information sessions, etc.

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):

X	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
X	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
X	Pay for study courses for required exams
X	Pay for passed exams
X	Provide substitutes or stipends for professional development
	Other:

APPENDIX A-3
Pregnancy Related Services

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

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

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

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

1) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.

2) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.

3) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

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

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	C-1,2,3
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	C-1,2,3
3	Instruction by highly qualified staff	A-2
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	DR-4
5	Strategies to attract highly qualified teachers to high-need schools	A-2
6	Strategies to increase parental involvement	DR-3
7	Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	C-1,2,3
8	Effective, timely additional assistance (e.g., interventions, tutorials, summer programs, etc.) to ensure struggling students meet state standards	C-1,2,3
9	Coordination and integration of federal, state, and local services and programs	A-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	C-1,2,3
11	*For Elementary:* Transition to K assistance to Pre-K/EC students	A-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	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
Personnel				
1 FTE to support curriculum & instruction	Improve student achievement in Reading, Math, Science, Wrtg., ELLs	Schoolwide improvement efforts.Need for staff training and instructional support in Math, Rdg, Wrtg, Science	$ 60,169	Increased student achievement in Rdg, Math, Wrtg, Science
Extra duty pay	Improve student achievement in Reading, Math, Science, Wrtg., ELLs		$11,566	
Instructional Supplies, Materials, and Equipment				
			$	
			$	
Professional Development/Staff Training				
Community Services (Function 61)				
Supplies for parent training and meetings. Travel reimb. For Parent support spec. home visits/ in District travel	Provide training and support for students and families to improve attendance & student achievement in Math, Rdg, Wrtg, Science	Improve programs and services for students and families to support increased attendance and student achievement	$650	Increased stud. attendance and achievement in Rdg, Math, Wrtg, Science Increased support services for students and families.
Other Requests				
			$	
TOTAL (Must Match BTO Total)			**$72,385**	

Campus Scorecard 2014-15

136 - St. Elmo 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	48%	46%	47%	55%
Afr Amer	*	*	*	58%
Hispanic	47%	43%	43%	52%
White	83%	80%	71%	76%
Asian	-	*	*	100%
Two+	*	*	*	100%
SpEd	36%	63%	55%	62%
ECD	47%	41%	42%	51%
ELL	25%	24%	37%	47%

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	40%	49%	48%	56%
Afr Amer	*	83%	*	15%
Hispanic	39%	48%	50%	58%
White	67%	40%	36%	45%
Asian	-	*	*	100%
Two+	*	*	*	100%
SpEd	50%	53%	60%	66%
ECD	41%	49%	45%	54%
ELL	25%	42%	49%	57%

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	49%	50%	52%	59%
Afr Amer	*	*	*	100%
Hispanic	50%	44%	48%	56%
White	*	67%	*	58%
Asian	-	-	-	100%
Two+	*	-	*	100%
SpEd	*	83%	*	72%
ECD	48%	49%	45%	53%
ELL	14%	26%	*	33%

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	37%	42%	42%	51%
Afr Amer	-	*	*	100%
Hispanic	35%	40%	37%	46%
White	*	*	*	66%
Asian	-	*	-	100%
Two+	-	*	-	100%
SpEd	*	56%	*	43%
ECD	37%	40%	37%	46%
ELL	25%	36%	*	43%

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	18%	20%	19%	24%
Afr Amer	*	*	*	5%
Hispanic	14%	16%	16%	20%
White	67%	60%	36%	39%
Asian	-	*	*	100%
Two+	*	*	*	100%
SpEd	<1%	16%	*	10%
ECD	17%	17%	14%	18%
ELL	<1%	12%	12%	16%

Data Source: Actual- TAPR, Estimated- Contractor's electronic files
* Numerator is less than 5 and denominator is > 0
- Denominator is 0

STAAR Mathematics - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	12%	23%	19%	23%
Afr Amer	*	17%	*	5%
Hispanic	11%	21%	19%	23%
White	33%	40%	*	19%
Asian	-	*	*	100%
Two+	*	*	*	5%
SpEd	<1%	5%	*	5%
ECD	11%	20%	16%	20%
ELL	<1%	9%	15%	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	10%	12%	21%	25%
Afr Amer	*	*	*	5%
Hispanic	7%	9%	19%	23%
White	*	17%	*	29%
Asian	-	-	-	100%
Two+	*	-	*	100%
SpEd	*	33%	*	37%
ECD	10%	14%	*	18%
ELL	<1%	5%	*	15%

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	14%	10%	*	14%
Afr Amer	-	*	*	5%
Hispanic	12%	9%	*	12%
White	*	*	*	24%
Asian	-	*	-	100%
Two+	-	*	-	100%
SpEd	*	11%	*	5%
ECD	14%	9%	*	11%
ELL	13%	18%	*	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	41%	54%	60%
Afr Amer	*	*	100%
Hispanic	36%	52%	60%
White	*	*	60%
Amer Ind	-	-	100%
Asian	*	-	100%
Two+	*	*	100%
SpEd	-	*	40%
ELL	-	*	50%

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	77%	77%	80%
Afr Amer	*	*	100%
Hispanic	74%	74%	80%
White	83%	>99%	100%
Amer Ind	-	-	100%
Asian	*	-	100%
Two+	*	*	100%
SpEd	*	75%	80%
ELL	-	62%	75%

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	4%	*	5%
Afr Amer	*	*	5%
Hispanic	5%	*	5%
White	*	*	5%
Amer Ind	-	-	5%
Asian	*	-	5%
Two+	*	*	5%
SpEd	-	*	5%
ELL	-	*	5%

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	25%	26%	30%
Afr Amer	*	*	30%
Hispanic	24%	29%	30%
White	33%	*	30%
Amer Ind	-	-	30%
Asian	*	-	30%
Two+	*	*	30%
SpEd	*	*	20%
ELL	-	*	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	91%	81%	88%	90%
Kinder DRA Spanish	88%	91%	85%	90%
1st DRA English	96%	80%	89%	90%
1st DRA Spanish	86%	88%	57%	80%
2nd DRA English	88%	88%	68%	80%
2nd DRA Spanish	88%	69%	74%	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	97.4%	97.4%	96.2%	95.9%	97.0%
Afr Amer	97.4%	96.6%	96.5%	95.3%	97.0%
Hispanic	97.4%	97.4%	96.3%	95.9%	97.0%
White	96.1%	97.2%	93.8%	95.3%	97.0%
Amer Ind	<1%	<1%	<1%	<1%	97.0%
Asian	<1%	*	*	*	99.0%
Two+	*	*	*	*	99.0%
ECD	97.4%	97.4%	96.2%	95.9%	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	12	3.66%	15	3.99%	9	2.51%	2.00%
Afr Amer	*	*	*	*	*	*	2.00%
Hispanic	7	2.43%	10	3.07%	7	2.38%	2.00%
White	*	*	*	*	*	*	2.00%
Amer Ind	-	-	-	-	-	-	2.00%
Asian	*	*	*	*	*	*	2.00%

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	*	*	*	*	*	*	0.50%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.20%
White	*	*	*	*	*	*	2.00%
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	327	317
Afr Amer	10	10
Hispanic	290	255
White	21	32
Amer Ind	0	-
Asian	2	3
Two+	4	17

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	83	5	6%	78	*	*	2%
Afr Amer	-	-	-	-	-	-	0%
Hispanic	83	5	6%	75	*	*	2%
White	-	-	-	56	*	*	2%
SpEd	11	*	*	6	*	*	25%
ECD	81	5	6%	77	*	*	2%

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

Student Fitness

		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		
Sex	Ethnicity	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	*	*	*	*	*	*	5	*	*	*	*	*	*	*	*	*	*	*
F	Hispanic	55	27	49%	26	24	92%	66	35	53%	37	27	73%	49	27	55%	24	17	71%
F	White	*	*	*	-	-	-	*	*	*	*	*	*	8	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		61	32	52%	28	26	93%	75	40	53%	43	31	72%	59	32	54%	30	19	63%
M	Afr Amer	*	*	*	-	-	-	*	*	*	*	*	*	*	*	*	*	*	*
M	Hispanic	63	33	52%	43	36	84%	62	29	47%	41	31	76%	53	21	40%	21	18	86%
M	White	*	*	*	*	*	*	6	*	*	*	*	*	6	*	*	*	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		67	37	55%	45	38	84%	70	34	49%	44	33	75%	61	25	41%	26	22	85%
Total		128	69	54%	73	64	88%	145	74	51%	87	64	74%	120	57	48%	56	41	73%

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-R0-136-5-24-0-00	Extra Duty - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-136-5-24-0-00	Extra Duty - CP-SSIG-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-136-5-24-0-00	Extra Duty - CP-AYP Elem-ST Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-136-5-30-0-00	Extra Duty - CP-AFL-St Elmo	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-00-136-5-24-0-00	Professional Salary - CP-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-90-136-5-24-0-00	Professional Salary - CP-PreK-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-CP-136-5-24-0-00	Professional Salary - CP-Campus Cost-St Elmo	1,074.00	0.00	0.00	1,074.00	100.00 %
199-11-6119-RR-136-5-24-0-00	Professional Salary - CP-Read Literacy-St Elmo	46,293.00	0.00	5,198.70	41,094.30	88.77 %
199-11-6119-B1-136-5-30-0-00	Professional Salary - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R5-136-5-24-0-00	Overtime - CP-SSIG-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R8-136-5-24-0-00	Overtime - CP-AYP Elem-ST Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R0-136-5-24-0-00	Part-Time Hourly - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-136-5-24-0-00	Part-Time Hourly - CP-SSIG-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-136-5-24-0-00	Part-Time Hourly - CP-AYP Elem-ST Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-B1-136-5-30-0-00	Support Personnel Salary - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-136-5-24-0-00	FICA - CP-PreK-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-CP-136-5-24-0-00	FICA - CP-Campus Cost-St Elmo	82.00	0.00	0.00	82.00	100.00 %
199-11-6141-R0-136-5-24-0-00	FICA - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-136-5-24-0-00	FICA - CP-SSIG-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-136-5-24-0-00	FICA - CP-AYP Elem-ST Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-136-5-24-0-00	FICA - CP-Read Literacy-St Elmo	3,541.00	0.00	294.44	3,246.56	91.68 %
199-11-6141-B1-136-5-30-0-00	FICA - CP-AFL-St Elmo	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-136-5-24-0-00	Health/Life Ins - CP-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-90-136-5-24-0-00	Health/Life Ins - CP-PreK-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-CP-136-5-24-0-00	Health/Life Ins - CP-Campus Cost-St Elmo	2,731.00	0.00	0.00	2,731.00	100.00 %
199-11-6142-R0-136-5-24-0-00	Health/Life Ins - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-136-5-24-0-00	Health/Life Ins - CP-SSIG-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-136-5-24-0-00	Health/Life Ins - CP-Read Literacy-St Elmo	5,042.00	0.00	416.75	4,625.25	91.73 %
199-11-6142-B1-136-5-30-0-00	Health/Life Ins - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-90-136-5-24-0-00	Wk's Comp - CP-PreK-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-CP-136-5-24-0-00	Wk's Comp - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-136-5-24-0-00	Wk's Comp - CP-SSIG-St Elmo	0.00	0.00	0.00	0.00	0.00 %

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6143-R8-136-5-24-0-00	Wk's Comp - CP-AYP Elem-ST Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-136-5-24-0-00	Wk's Comp - CP-Read Literacy-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-136-5-30-0-00	Wk's Comp - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-90-136-5-24-0-00	Teacher Retirement - CP-PreK-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-CP-136-5-24-0-00	Teacher Retirement - CP-Campus Cost-St Elmo	6.00	0.00	0.00	6.00	100.00 %
199-11-6146-R0-136-5-24-0-00	Teacher Retirement - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-136-5-24-0-00	Teacher Retirement - CP-SSIG-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-136-5-24-0-00	Teacher Retirement - CP-AYP Elem-ST Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-136-5-24-0-00	Teacher Retirement - CP-Read Literacy-St Elmo	947.00	0.00	29.42	917.58	96.89 %
199-11-6146-B1-136-5-30-0-00	Teacher Retirement - CP-AFL-St Elmo	20.00	0.00	0.00	20.00	100.00 %
Total 6100 Payroll Costs		70,537.00	0.00	5,939.31	64,597.69	
199-11-6329-R0-136-5-24-0-00	Reading Materials - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-R5-136-5-24-0-00	Reading Materials - CP-SSIG-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6329-B1-136-5-30-0-00	Reading Materials - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6397-B1-136-5-30-0-00	Software - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-CP-136-5-24-0-00	General Supplies - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R0-136-5-24-0-00	General Supplies - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-B1-136-5-30-0-00	General Supplies - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
199-11-6494-R0-136-5-24-0-00	Field Trips - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		0.00	0.00	0.00	0.00	
11 Total		70,537.00	0.00	5,939.31	64,597.69	
199-13-6117-00-136-5-24-0-00	Career Ladder - CP-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6118-R0-136-5-24-0-00	Extra Duty - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-136-5-24-0-00	Professional Salary - CP-St Elmo	0.00	0.00	52.43	-52.43	0.00 %
199-13-6119-CP-136-5-24-0-00	Professional Salary - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6125-R0-136-5-24-0-00	Part-Time Hourly - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-136-5-24-0-00	FICA - CP-St Elmo	0.00	0.00	2.85	-2.85	0.00 %

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199-13-6141-CP-136-5-24-0-00	FICA - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-R0-136-5-24-0-00	FICA - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-136-5-24-0-00	Health/Life Ins - CP-St Elmo	0.00	0.00	4.55	-4.55	0.00 %
199-13-6142-CP-136-5-24-0-00	Health/Life Ins - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-R0-136-5-24-0-00	Health/Life Ins - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-136-5-24-0-00	Wk's Comp - CP-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-CP-136-5-24-0-00	Wk's Comp - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-136-5-24-0-00	Teacher Retirement - CP-St Elmo	0.00	0.00	0.21	-0.21	0.00 %
199-13-6146-CP-136-5-24-0-00	Teacher Retirement - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-R0-136-5-24-0-00	Teacher Retirement - CP-Summer Init-St Elmo	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	60.04	-60.04	
199-13-6411-B1-136-5-30-0-00	Employee Travel - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		0.00	0.00	0.00	0.00	
13 Total		0.00	0.00	60.04	-60.04	
199-23-6396-R6-136-5-24-0-00	Computer Rel.Eq<$5000 Per Unit - CP-1D Support-St	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	
199-31-6118-00-136-5-24-0-00	Extra Duty - CP-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-136-5-24-0-00	Professional Salary - CP-St Elmo	53,391.00	0.00	2,563.99	50,827.01	95.19 %
199-31-6125-00-136-5-24-0-00	Part-Time Hourly - CP-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-31-6141-00-136-5-24-0-00	FICA - CP-St Elmo	2,121.00	0.00	196.15	1,924.85	90.75 %
199-31-6142-00-136-5-24-0-00	Health/Life Ins - CP-St Elmo	19.00	0.00	0.00	19.00	100.00 %
199-31-6143-00-136-5-24-0-00	Wk's Comp - CP-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-136-5-24-0-00	Teacher Retirement - CP-St Elmo	7.00	0.00	0.00	7.00	100.00 %
Total 6100 Payroll Costs		55,538.00	0.00	2,760.14	52,777.86	

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Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-31-6329-CP-136-5-24-0-00	Reading Materials - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-31-6397-CP-136-5-24-0-00	Software - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-136-5-24-0-00	General Supplies - CP-Campus Cost-St Elmo	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
31 Total		55,538.00	0.00	2,760.14	52,777.86	
199-61-6121-B1-136-5-30-0-00	Overtime - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-61-6129-B1-136-5-30-0-00	Support Personnel Salary - CP-AFL-St Elmo	16,000.00	0.00	1,399.20	14,600.80	91.25 %
199-61-6139-B1-136-5-30-0-00	Employee Allowance - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-136-5-30-0-00	FICA - CP-AFL-St Elmo	1,224.00	0.00	72.18	1,151.82	94.10 %
199-61-6142-B1-136-5-30-0-00	Health/Life Ins - CP-AFL-St Elmo	2,734.00	0.00	454.90	2,279.10	83.36 %
199-61-6143-B1-136-5-30-0-00	Wk's Comp - CP-AFL-St Elmo	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-136-5-30-0-00	Teacher Retirement - CP-AFL-St Elmo	32.00	0.00	6.09	25.91	80.96 %
Total 6100 Payroll Costs		19,990.00	0.00	1,932.37	18,057.63	
61 Total		19,990.00	0.00	1,932.37	18,057.63	
Total Fund 199 General Fund		146,065.00	0.00	10,691.86	135,373.14	

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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
Grand Total of Selected Fund(s)	146,065.00	0.00	10,691.86	135,373.14	

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