

# Cook Elementary School- “Home of the Super Crocs!”



**2014-2015**  
**Campus Improvement Plan**  
**Austin Independent School District**

## CIP CHECKLIST AND CONFIRMATION

CAC Membership and Orientation	
Membership of the 2014-15 CAC is reported correctly.	<input checked="" type="checkbox"/>
Types of orientation provided to new CAC members (check all that apply):	
• self-orientation using materials on CAC website	<input checked="" type="checkbox"/>
• orientation at CAC meeting (provided by campus)	<input type="checkbox"/>
• orientation at CAC meeting (provided by central office)	<input type="checkbox"/>
• district-wide orientation session	<input type="checkbox"/>

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

Approximate hours spent on CIP development	
	Hours
• By CAC and/or CAC subcommittees	2.0
• By campus administration and/or leadership team	5.0

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

Position	Name	Date
Principal	Wendy Mill	6-2-14
Co-Chair	Mariacarmen Villanueva	6-2-14
Co-Chair	Erika- Lee Gallien	6-2-14



## **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	Wendy Mills

Regularly Scheduled CAC meetings:	
Day of the Month (e.g., 2 <sup>nd</sup> Tues):	Last Monday of Month
Time: 3:30 Start Time	

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Maria Sonia Bautista						
Parent	Sandra Karina Guerrero						
Parent	Adolfo Romero						
Parent	Mariacarmen Villanueva	X					
Parent	Katy Bigge						
Professional Staff Member	Erika- Lee Gallien- 2 <sup>nd</sup>	x					
Professional Staff Member	Irene Walker- 3 <sup>rd</sup>						
Professional Staff Member	Rodrigo Rodriguez-4 <sup>th</sup>						
Professional Staff Member	Genovea Zammaron- 5 <sup>th</sup>						
Professional Staff Member	Lola Williams- Special Areas						
Professional Staff Member	Amanda Williams- <b>Special Education</b>						
Professional Staff Member	Dolores Rodriguez- PTA President						
Classified Staff Member	Julie Leyva						
Student (If Applicable)	n/a						
Business Representative	Tony Garza						
Community Representative	Pending						

## 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)

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

- Attendance**
- Increased % of students meeting the standard on STAAR in all subjects**
- Parent Participation**

## TITLE 1 COMPONENTS

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

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

Table #CI-1 <input type="checkbox"/> State: Below safeguard target						
<b>Performance Objective: Increase % of students meeting the standard on the STAAR assessments for all subjects in all student groups</b>						
Applicable Strategic Plan Goal(s):						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Early Screening and Identification of student needs	1,7,8,10	All teachers/Admin	PD, Universal Screeners, Intervention Materials, Progress Monitoring Software, Subs for Data Analysis Days	Data walls with color-coded key to show proficiency levels Instructional Planning calendars for intervention	Sept 15- Screening completed Sept- 29- Early Interventions begins Nov 21- MoY I Data Analysis Day Feb 10- MoY II Data Analysis Day	In Progress
Early Intervention for students who's data shows that they are not proficient	1,2,3,8	All teachers	Researched based instructional materials and software for all subjects, extra duty pay funding for interventions	Increased student performance in all subjects by MoY, MoY II in comparison to previous years	Sept- 29- Early Interventions begins 3/26/14Writing Intervention ends 4/17/14Reading/Math/Science ends	In progress
Parent STAAR Night to help parents understand the rigor and requirements of the STAAR as well as ways they can support mastery of the standards at home	4,6,10	Parents, teachers and Parent Support Specialist	Reproduction/printed packets, snacks, extra duty pay for teachers who stay late to present the training and who facilitate the activities	Flyers to parents in English/Spanish, parent STAAR information packets/brochures, sign-in sheet, and parent survey after the session	Thursday, November 6, 2014	Pending
Implement and monitor a campus – wide Numerical Fluency program to increase math proficiency across grade levels	1,2,8	All teachers, clerks, instructional coaches, and admin	Numerical fluency formative loop software, folders, grading pens, student incentives/rewards, printer ink, copy paper for the daily tests and award certificates	Progress monitoring data kept in the purchased	June 6, 2015	On-going
Implement and monitor a campus-wide High Frequency Words program to increase reading and spelling proficiency across grade levels	1,2,8	Classroom teachers and the campus principal	800 word challenge spiral-bound notebooks for each child (reproduction costs associated with this resources)	Progress monitoring kept in a campus GoogleDoc for weekly review and extended practice to students who need it.	June 6, 2015	On-going

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

Table #CI-2 <input type="checkbox"/> State: Below safeguard target						
<b>Performance Objective: Increase the campus attendance rate by .5%</b>						
Applicable Strategic Plan Goal(s):						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Attendance reminders in multiple formats	1,2,4,6,9	Campus Administration, school Registrar and Parent Support Specialist	Reproduction funds, access to School Messenger, Twitter and Facebook, student incentives, PD support at principal's coffee and faculty meetings about compulsory attendance.	Increased daily and yearly attendance measures	June 6, 2015	On- Going
Student/ Parent Recognitions	6,8	Campus Administration, school Registrar and Parent Support Specialist	Refreshments, awards/ incentives.	Increased daily and yearly attendance measures	June 6, 2015	On- Going



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

Table #DR-1

<b>Performance Objective: Students and staff will achieve health and fitness through:</b> <b>1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities)</b> <b>2. Student participation in physical activities</b> <b>3. Improvement of Fitnessgram results for all students</b> <b>4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy)</b>						
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
Plan and implement a campus workout plan during recess to increase student fitness Share Fitnessgram data with campus staff, parents and students	1,2,9	PE teachers, teachers,	Consistent, uninterrupted WoW time and basic PE equipment included balls, jump ropes, etc...	Increased fitness gram scores Student lap totals recorded on charts in hallway by gym. (kids will run laps on certain days at the start of WoW and earn dots on their hands or popsicle sticks to track their laps	May 22, 2015	On-going
Host annual CATCH night to educate parents and students on the benefits of the coordinated approach to school health	1,6,9	PE teachers, teachers, and PSS	Equipment, volunteers, sound system, wristbands, prizes/ incentives	Flyers, pictures	February 2015	On-going
Promotion and recognition of students and staff making healthy choices (food and physical activity through Fruit Friday contests and award ceremonies.  Offer at least 3 staff wellness opportunities per year.	1,4, 9	PE Teachers, Admin	Award Certificates, Twitter feeds, medals, PD material to show teachers how to better promote health in the class and at WoW  Staff sign in at 3 wellness	Awards, PD Modules/presentations, Twitter account  Sign-in Sheets from wellness  Pictures from wellness events.	June 5, 2015	On-going

## 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*

<b>1</b> Needs assessment <b>2</b> Schoolwide reform strategy <b>3</b> Instruction by HQ staff <b>4</b> Ongoing PD	<b>5</b> Strategies to attract HQ teachers <b>6</b> Increased parental involvement <b>7</b> Measures to include teachers in decisions about use of assessment to improve perf.	<b>8</b> Activities to help students reach proficient and advanced standards <b>9</b> Coordination & integration of federal, state and local programs <b>10</b> Communication with parents regarding student assessment results <b>11</b> <span style="color: red;">Elementary Schools only:</span> EC/PK/EL transition programs
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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
			activities.Flyers, facilitators for the wellness events, equipment for wellness events			
Post nutrition and physical activity information in the school hallways, cafeteria, and classrooms throughout the school year.	1,2,9	PE Teachers	Bulletin board paper, border, and informational posters, signs, and brochures	Pics of the bulletin boards	June, 5 2015	On-Going

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
Continuation of No Place for Hate Activities	3,4,9	Counselor, Admin, Teachers	PD materials, SEL curriculum/tools	Posters, pictures, presentations	June 6, 2015	On-going
Bullying/ Cyberbullying Awareness and prevention training for all staff	3,4,9	Counselor, Admin, Teachers	PD materials, SEL curriculum/tools, online Modules in the AISD Cloud	Posters, pictures, presentations, faculty meeting agendas	October 1	On-going

## 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*

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

Performance Objective: Parental involvement will be encouraged.						
Applicable Strategic Plan Goal(s): 1,2,3						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide timely and parent-friendly communication about upcoming opportunities in various formats	1,6,9	Parent Support Specialist, teachers, counselor and admin.	Reproduction for Flyers, school messenger software, access to Twitter and Facebook	Increased attendance on sign-in sheets Increase number of positive comments on parent surveys with regards to them being informed of school events/programs	June 6, 2015	On-going
Get Parent Input in regards to the types of activities and involvement in which they would like to participate.	1, 6,9	Parent Support Specialist	Surveys	Activities that align to the parent survey responses	June 6, 2015	On-going
Host a Prek to Kinder Transition Camp Day	6,8,10	PSS, Kinder Team, Admin	Funds for extra duty pay for staff who come	Sign in sheets, parent survey, teacher survey, teacher assessment data shared with parents.	May 25,2015	Not started

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
Increased teacher content knowledge of new Math TEKS/Adoption to ensure that an increased % of students meet the math state standards	1,3,4,	Math Coach and Admin	Subs to attend district off-campus PD	Instructional practices that align to the new standards, effective use of the math adoption materials, PD certificates	Oct 1, 2014	Completed

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

Table #DR-4

Performance Objective: Adequate and appropriate campus-level professional development will be provided.						
<b>Note: This action plan component must be approved by the CAC.</b>						
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
				from staff that attend trainings, increased student performance in math		
Increased teacher content knowledge of Alignment and Rigor of the TEKS to increase effectiveness of teaching and learning tasks.	1,3,4,	Admin and Instructional Coaches	Kilgo Side by Sides, 9 Box, Richard Instructional Rounds book	Instructional alignment during walkthroughs, assessments that align to TEKS, student tasks that align to TEKS	June 5, 2015	On-going
Strategies for Active Student Engagement	1,3,4	Admin, Teachers and Coaches	Kagan Strategies resources, whole-brain teaching resources and websites	Increased student participation in the classroom	June 2015	On-going

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

#### Special Education Identification – All Levels

Performance Objective: Reduce the rate of Hispanic students identified for special education.						
<b>Condition: If Hispanic SPED enrollment rate is &gt; 1 percentage point above Hispanic enrollment rate</b>					Source: SPED C-IEP (C) 4 <sup>th</sup> 6 weeks	
Campus Figure: 1.4		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Support evidence of best practices for ELLs by monitoring, coaching and providing feedback and	1,8,9	Principal and instructional coaches, DL Campus CRep	Walkthrough checklists, feedback notes, DL training, ESL training,	Increased student language and content proficiency in all subjects	June 2015	On-Going

## DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-7

<b>Performance Objective: Reduce the rate of Hispanic students identified for special education.</b>						
<b>Condition: If Hispanic SPED enrollment rate is &gt; 1 percentage point above Hispanic enrollment rate</b>						Source: SPED C-IEP (C) 4 <sup>th</sup> 6 weeks
Campus Figure: 1.4		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
recommendations to teachers in order to ensure high student engagement in the lessons.			subs for DL teacher to attend monthly meetings if and when needed, Subs for teachers who need DL training institute	Increased STAAR scores in the language of instruction Increased student engagement of ELLs during classroom observations Increased proficiency in writing journals for all content areas.		

### Special Education Disciplinary Placements– All Levels

<b>Performance Objective: Reduce the rate of special education students in discretionary OSS settings.</b>						
<b>Condition: If SPED OSS placement rate &gt; 6 percentage points above rate for all students</b>						Source: SPED C-IEP (G)
Campus Figure: 18.6		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Provide staff with training that helps them respond to and manage student behaviors in a more effective manner	1,4	Admin, Special Education Dept.	Training materials, extra duty pay for subs on training days, cueing cards	Decreased SpEd. OSS removal rate	Nov .1 2014	In Progress
Utilize SpEd. District behavior specialists and SpEd. counselors to provide additional support and guidance for students with special behavioral needs(i.e. more training on how to create FABAs and BIPs	1,4	Admin, Special Education Dept.	n/a	Decreased SpEd. OSS removal rate, observation data, FABAs and BIPs that address the students' specific needs	Nov 1. 2014	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	10 Communication with parents regarding student assessment results
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### Special Education Service in LRE – All Levels

Table #DR-10						
<b>Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.</b>						
<b>Condition: If rate &lt; 68%</b>						Source: SPED C-IEP (H) 4 <sup>th</sup> 6 weeks
Campus rate: 30.0%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
Review/revise PLAAF statements and IEP goals to more realistically reflect what students currently know and are able to do	1,7,8	ARD committee members	Meeting space, meeting notices, computer, printer, speaker phone, translators, scanner, access to SEEDS	Increased % of students serving in general population  Sped. Schedules reflect increased inclusion time.	On-going as needed	On-Going

### ELL Proficiency Levels – All Levels

Table #DR-12						
<b>Performance Objective: Decrease the rate of ELLs who remain at beginning proficiency level on TELPAS Reading over a two-year period (grades 2-12).</b>						
<b>Condition: If percentage of LEP students at beginning proficiency level over two-year period &gt; 4.5%</b>						Source: AISD CDA Report/TELPAS
Campus rate: 10%		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
"Provide teachers PD on TELPAS data analysis using the LIAG."	1,4,8,9	LPAC chair	PD for teachers on LIAG	Increase proficiency in English performance on the TELPAS.	Dec 15,2015	In progress
"Implement Spanish reading methodology and monitor student performance on fluency, comprehension and	1,4,8,9	DL teachers and administrators, and coaches/specialists	PD for teachers and/or coaching	assessment data	June 2015	On-going

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

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
phonics using Tejas LEE in K-2."						
Early identification and intervention supports for all students who still do not make progress over 2 years	1,2,3,4,7,8	Dual Language teachers, instructional coaches, district DL support staff	ELPS standards, Dual Language training, I-Station software, ESL daily lessons, TELPAS scores, English reading library materials, listening center materials, PD for teachers	Decrease % of students who remain at beginning proficiency level on TELPA S Reading over 2 years.	By Nov 1, 2014	In progress
Utilize the TELPAS data provided at the beginning of the year to create flexible groups for instruction that promotes acceleration for those who are advanced and ready to transition to English	1,2,3,4,7,8	LPAC committee	PD for teachers, printouts of TELPAS class rosters	Increased proficiency in English performance on the TELPAS	By March 2015	On-Going

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

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

<b>Programs/Services</b>	<b>Describe how the campus is meeting needs of at-risk students with SCE resources:</b>
Extra duty pay for current teachers and/or part-time hourly tutors providing tutoring outside of school hours:	Teachers provide research based instruction to students who meet the Tier II and Tier III target criteria. Student performance and attendance is monitored weekly and noted in the district e-CST system.
General Supplies for at-risk students:	Purchases are made to supply students with instructional aids that reinforce the specific skills they struggle with. Materials purchased align with the state standards and district goals.
Transition Services (from middle school to high school or from elementary school to middle school):	Funds are used to host transition camps/ informational sessions where parents and students can come and learn about their new school, supports, and expectations. Services for students identified as academically at risk and their families.
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 specialists/coaches are purchased to ensure that the student to teacher ratio is ideal for small group targeted instruction during and after school. The coaches also assist teachers with planning and preparation of materials for the upcoming week's lessons. Coaches also provide on-going professional development to teachers to increase their content knowledge. Supports services to students identified as at risk of not meeting state standards in Reading.
Math specialist (FTE for math interventions):	The math specialist provides daily intensive and targeted instruction to students along with progress monitoring. The math specialist also provides the staff with assistant by planning with them and providing them with professional development throughout the year to increase teacher content knowledge.
Elementary Counselors:	Funds are set aside for the counselor to support students in the social and emotional learning needs. Students who learn coping skills, test anxiety skills, and self-regulation skills spend more time in class and focused on instruction as a result of the



Programs/Services	Describe how the campus is meeting needs of at-risk students with SCE resources:
	tools/strategies provided by the counselor.
Dropout prevention services:	We closely monitor our students who are “at-risk” in reading and who are frequently absent. Home visits are made by the parent support services to assist families with getting to school regularly.
DELTA (or other credit recovery programs):	n/a
Parent Support Specialist (or other parent involvement expenses):	The parent support specialist ensures that there is regular communication and information being shared between school and home. Parent trainings, volunteer opportunities, and principal’s coffees are all organized and facilitated by the PSS. Other services provided by PSS include dental/health/vision screenings, Operation School Bell trips, supports for the homeless students and families, school supply drives/donations, and participation on the PTA and CAC.
9 <sup>th</sup> Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	n/a

**APPENDIX A-2**  
**Highly Qualified Teacher Recruitment and Retention Plan**

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

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

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

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

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

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

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

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

## APPENDIX A-3 Pregnancy Related Services

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

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

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

- 1) Prenatal Confinement. If the student cannot attend school on campus due to a valid medical necessity documented by a nurse practitioner or licensed physician licensed to practice in the United States. A medical release must be obtained by the medical or nurse practitioner to return to campus for **any** reason, including taking standardized tests. There is no limit to the number of events or the length of each event.
- 1) Postpartum Confinement. A student who has delivered a live, aborted, or stillborn baby, suffered a miscarriage or death of a newborn, or placed a baby up for adoption can be served, beginning the day of or the day after delivery for up to six consecutive weeks at home or hospital.
- 2) Extended Postpartum Confinement. Four additional weeks of CEHI may be provided a student when a valid medical necessity of the mother or child exists as documented by a licensed physician licensed to practice in the United States.
- 3) Break-In-Service Confinement. This service is for a maximum of ten weeks in length, divided into two periods in instances when the infant remains hospitalized after delivery. The student may return to school while the infant is hospitalized, then return to CEHI when the infant is home. When the student returns to school between the two CEHI periods, the student will not be coded PRS. A medical release will be required for the student to return to campus.

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

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

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

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

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

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

Type of Expenditure	ACCT #	How will Expenditure Improve Student Performance?		Amount of Expenditure	How will impact be assessed?
		Improvement strategy	Needs Assessment		
<b>Personnel</b>					
*.5 AP	23-6119	n/a	n/a	\$0.00	
*Teacher	11-6119	This position will provide instructional support in all subjects to at -risk students to assist them in making gains and closing academic achievement gaps	CIP goals will reflect the need to continue to have additional instructional support to make progress in student performance on all campus, district and state assessments in all subject areas.	\$56,433.00	Benchmark data, STAAR data and student growth comparison scores from last year to this year
*Specialists(s)/Coach(s) - w/teachers	13-6119	This position will provide instructional support and ongoing professional developing and coaching to the teacher. This support will ensure that teachers increase in their content knowledge, lesson planning abilities, instructional delivery skills, data analysis skills, and effective progress monitoring.	CIP goals will reflect the need to continue to have additional instructional support to make progress in student performance on all campus, district and state assessments in all subject areas.	\$0.00	
*TA(s)	11-6129	This position will provide instructional support in all subjects to at risk students to assist them in making gains and closing academic achievement gaps	CIP goals will reflect the need to continue to have additional instructional support to make progress in student performance on all campus, district and state assessments in all subject areas.	\$66,599.00	Benchmark data, STAAR data and student growth comparison scores from last year to this year
*Technology Specialist	53-6129	n/a	n/a	\$0.00	

*.5 PSS	61-6129	This position provides parents with on-going professional development and support via regular parent meetings, parent workshops, parent volunteer support, assistance with translation services, assisting parents with use of community services, etc...	CIP goals will reflect the need to continue to provide support to parents in the way of assisting them with community supports, making home visits, providing parent training topics including Love and Logic, Math, science, and Reading workshops, and even health and safety trainings.	\$17,687.00	Parent Surveys, Participation at school events
Ext Duty - Teachers Tutoring	11-6118	Funding will be used for extra duty pay for addition interventions for struggling students in all subjects.	CIP goals will reflect the need to provide at-risk students additional learning time above the regular school day to make progress in student performance on all campus, district, and state assessments in all subject areas.	\$10,000.00	Benchmark data, STAAR data and student growth comparison scores from last year to this year
Ext Duty - Teachers Planning	13-6118	Funding will be used for additional planning time needed to prepare for interventions and camps as well as long-range curriculum planning, and data analysis meetings that must be held after school.	CIP goals will reflect the need for additional long-range planning opportunities for teachers at various points of the year to ensure that the lessons they deliver are aligned to the data that has been collected from campus, district, and state assessments.	\$1,000.00	Benchmark data, STAAR data and student growth comparison scores from last year to this year
Subs	11-6112	n/a	n/a	\$0.00	Benchmark data, STAAR data and student growth comparison scores from last year to this year
PT Hourly	11-6125	Funding for tutors assist with instruction for students who are at risk	CIP goals will reflect the need to provide at-risk students additional learning time above the regular school day to make progress in student performance on all campus, district, and state assessments in all subject areas.	\$20,000.00	Benchmark data, STAAR data and student growth comparison scores from last year to this year
*Salary Adjustment = 5% of salaries	11-6148			\$7,036.00	
				\$0.00	
<b>Instructional Supplies, Materials, and Equipment (Function 11)</b>	<b>ACCT#</b>				

Copier Rental	11-6265	Rental of Ricoh copiers for on-campus copy usage	CIP goals will reflect the need for additional instructional materials including copies of learning activities for students.	\$7,000.00	Staff climate surveys reflecting adequate instructional materials provided by campus
Misc. Contr Svcs	11-6298	ACE Tutors/ other contracted services	CIP goals will reflect the need for targeted intervention for our primary at-risk students who need early interventions.	\$5,000.00	Primary Reading Data from previous to current year
Reproduction Costs	11-6299	For reproduction of materials for staff development, instruction, meetings, testing, communication to home, and parent nights. Copies typically made at Ginny's.	CIP goals will reflect the need for additional instructional materials including copies of learning activities for students.	\$8,242.00	Staff climate surveys reflecting adequate instructional materials provided by campus  Student work products using the reproduces materials
Reading Materials	11-6329	Professional books and other reading material for teacher professional development.	CIP goals will reflect the need for additional reading resources to be used to enhance teacher content knowledge and skills	\$1,000.00	Staff climate surveys reflecting adequate instructional materials provided by campus  Increased teacher content knowledge
Testing Materials (STAAR)	11-6339	TEKS aligned materials for all subject areas to help prepare students for state assessments. All materials will be purchased from approved vendors.	CIP goals will reflect the need for additional practice using approved materials aligned to the state assessments.	\$20,000.00	Staff climate surveys reflecting adequate instructional materials provided by campus
Computer Related Equip <\$5000	11-6396	n/a	n/a	\$0.00	
Software	11-6397	n/a	n/a	\$0.00	
General Supplies	11-6399	Supplies for the day to day teaching and learning needs of the campus.	CIP goals will reflect the need for providing teachers with supplies and materials for teaching and learning throughout the instructional day which aid in the improvement of academic performance in all subject areas.	\$103,102.00	Staff climate surveys reflecting adequate instructional materials provided by campus
Student Travel (Charter Bus)	11-6412	n/a	n/a	\$0.00	

Field Trips (Yellow Bus)	11-6494	Buses for field trips to expose our students to places and things that will give them background knowledge and schema necessary to understand and master the TEKS. All field trips will be aligned to the TEKS.	n/a	\$8,500.00	Student summaries or projects based on the field experience.
Food/Refreshments	11-6497	Healthy snacks for afterschool tutoring and STAAR testing.	CIP goals will reflect the need to provide students with snacks while they participate in afterschool extended learning opportunities.	\$1,000.00	STAAR Scores
Misc. Opera Exp	11-6499	n/a	n/a	\$0.00	
Professional Services	11-6219	n/a	n/a	\$0.00	
<b>Supplies, Materials, and Equipment (Function 13)</b>	<b>ACCT#</b>				
Misc Contr Svcs	13-6298			\$0.00	
Reproduction/Printing	13-6299	Reproduction costs for staff training needs.	CIP will reflect the need for ongoing-staff training and copies are needed for those meetings.	\$200.00	Staff climate surveys reflecting adequate instructional materials provided by campus
Reading Materials	13-6329	Professional books and other staff training materials.	CIP will reflect the need for ongoing-staff training and reading materials are needed for those meetings.	\$1,000.00	Staff climate surveys reflecting adequate instructional materials provided by campus
General Supplies	13-6399	n/a	CIP will reflect the need for ongoing-staff training and reading materials are needed for those meetings.	\$0.00	Staff climate surveys reflecting adequate instructional materials provided by campus
Emp Travel	13-6411	Travel for staff training or professional development	CIP will reflect the need for ongoing-staff training and travel funding for those meetings.	\$500.00	Staff climate surveys reflecting adequate instructional materials provided by campus
				\$0.00	
<b>Instructional Supplies/Materials (Function 12 Library)</b>	<b>ACCT#</b>				



Reading Materials	12-6329	Library books and reading resources for students and teachers	CIP will reflect the need for reading resources of various types and genres to be available to students to improve reading skills and content knowledge in all subjects.	\$1,500.00	Staff climate surveys reflecting adequate instructional materials provided by campus
General Supplies	12-6399	General supplies for the library	CIP will reflect the need for reading resources of various types and genres to be available to students to improve reading skills and content knowledge in all subjects.	\$200.00	Staff climate surveys reflecting adequate instructional materials provided by campus
				\$0.00	
<b>Instructional Supplies/Materials (Function 23 Admin)</b>	<b>ACCT#</b>				
Reading Materials	23-6329	n/a	n/a	\$0.00	Staff climate surveys reflecting adequate instructional materials provided by campus
General Supplies	23-6399	n/a	n/a	\$0.00	Staff climate surveys reflecting adequate instructional materials provided by campus
Emp Travel	23-6411	n/a	n/a	\$0.00	
				\$0.00	
<b>Instructional Supplies/Materials (Function 31 Counselor)</b>	<b>ACCT#</b>				
Reading Materials	31-6329	n/a	n/a	\$0.00	
General Supplies	31-6399	General supplies and materials for counseling	CIP will reflect the need for counseling resources be available to students to improve social emotional skills.	\$500.00	Staff climate surveys reflecting adequate instructional materials provided by campus
Misc Oper Exp	31-6499	Travel and registration for counselors	CIP will reflect the need for the counselor to travel and participate in professional development activities that will improve students' social and emotional skills.	\$500.00	Staff climate surveys reflecting adequate instructional materials provided by campus
				\$0.00	

<b>Instructional Supplies/Materials (Function 61 Parent Involvement)</b>	<b>ACCT#</b>				
Reading Materials	61-6329	Reading materials for the PSS	CIP will reflect the need for reading resources of various types and genres to be available to parents to assist them in improving their children's skills and content knowledge in all subjects.	\$1,000.00	Staff climate surveys reflecting adequate instructional materials provided by campus  Parent surveys
General Supplies	61-6399	General supplies for the PSS for daily supports and operations of the PSS.	CIP will reflect the need for general supplies to be available to the PSS to assist with day to day support for parents	\$2,480.00	Staff climate surveys reflecting adequate instructional materials provided by campus
Emp Travel	61-6411	Travel for the PSS when attending trainings and home visits to parents.	CIP will reflect the need for ongoing-staff training and travel funding for those meetings.	\$500.00	Staff climate surveys reflecting adequate instructional materials and support provided by campus
Food/Refreshments	61-6497	Reading materials for the PSS	CIP will reflect the need for refreshments to be available to the parents during meetings and workshops	\$800.00	Parent surveys
		Extra duty pay when the PSS has to stay afterhours for meetings and activities.	CIP will reflect the need for the PSS to attend and support parents at afterschool activities both on and off-campus. The PSS will offer translation support and even lead some of the meetings after school and chaperone parents on trips including bus trips like Explore UT, La Feria, and other Title I parent events throughout the district and state.	\$0.00	
<b>Other Requests</b>					
				\$0.00	
				\$0.00	
<b>Total (Must Match BTO Total)</b>				\$341,779.00	
Principal Approval				Date:	

Campus Scorecard 2014-15  
161 - Cook Elementary

The following indicators are included in the campus scorecard:

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

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

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

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

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

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

### STAAR Reading - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	26%	32%	37%	50%
Afr Amer	30%	33%	26%	45%
Hispanic	24%	30%	38%	50%
White	40%	43%	54%	70%
Asian	*	*	*	45%
Two+	*	*	*	60%
SpEd	19%	32%	42%	55%
ECD	24%	32%	35%	50%
ELL	20%	26%	39%	50%

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

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

- Denominator is 0

### STAAR Mathematics - Level II-Final

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	32%	35%	40%	55%
Afr Amer	24%	33%	31%	45%
Hispanic	34%	36%	42%	55%
White	33%	36%	*	40%
Asian	*	*	*	65%
Two+	*	*	*	25%
SpEd	30%	42%	45%	55%
ECD	32%	35%	38%	50%
ELL	29%	41%	44%	55%

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	28%	21%	31%	45%
Afr Amer	27%	7%	*	25%
Hispanic	25%	24%	32%	45%
White	60%	*	*	75%
Asian	*	-	*	65%
Two+	*	*	*	100%
SpEd	33%	20%	54%	65%
ECD	28%	20%	30%	45%
ELL	20%	24%	34%	50%

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	13%	14%	23%	40%
Afr Amer	25%	11%	*	30%
Hispanic	11%	12%	25%	40%
White	33%	*	*	40%
Asian	*	*	*	25%
Two+	*	*	*	20%
SpEd	*	*	*	25%
ECD	13%	14%	23%	40%
ELL	5%	5%	26%	40%

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	7%	15%	14%	25%
Afr Amer	4%	10%	*	15%
Hispanic	7%	13%	15%	25%
White	13%	29%	*	25%
Asian	*	*	*	35%
Two+	*	*	*	55%
SpEd	<1%	8%	*	20%
ECD	6%	14%	13%	20%
ELL	4%	12%	16%	25%

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	15%	15%	19%	30%
Afr Amer	9%	12%	*	20%
Hispanic	15%	15%	21%	30%
White	20%	21%	*	20%
Asian	*	*	*	35%
Two+	*	*	*	10%
SpEd	7%	6%	*	20%
ECD	14%	14%	17%	25%
ELL	16%	19%	20%	30%

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	5%	2%	5%	15%
Afr Amer	7%	<1%	*	10%
Hispanic	3%	2%	6%	15%
White	20%	*	*	10%
Asian	*	-	*	10%
Two+	*	*	*	10%
SpEd	17%	<1%	*	30%
ECD	4%	2%	5%	15%
ELL	3%	1%	8%	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	3%	4%	*	15%
Afr Amer	8%	<1%	*	15%
Hispanic	1%	3%	*	15%
White	17%	*	*	15%
Asian	*	*	*	15%
Two+	*	*	*	10%
SpEd	*	*	*	10%
ECD	3%	3%	*	15%
ELL	<1%	<1%	*	15%

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	58%	59%	70%
Afr Amer	56%	48%	60%
Hispanic	57%	60%	65%
White	70%	*	75%
Amer Ind	-	-	5%
Asian	-	*	65%
Two+	*	*	100%
SpEd	*	68%	70%
ELL	54%	65%	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	51%	62%	65%
Afr Amer	63%	68%	70%
Hispanic	43%	63%	65%
White	70%	*	75%
Amer Ind	-	-	5%
Asian	-	*	100%
Two+	*	*	20%
SpEd	*	75%	80%
ELL	-	67%	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	17%	14%	20%
Afr Amer	28%	*	30%
Hispanic	17%	13%	20%
White	<1%	*	20%
Amer Ind	-	-	5%
Asian	-	*	65%
Two+	*	*	20%
SpEd	*	*	25%
ELL	22%	13%	25%

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

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

**STAAR Mathematics - Exceeded Progress**

	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	18%	22%	25%
Afr Amer	17%	23%	25%
Hispanic	17%	22%	25%
White	20%	*	25%
Amer Ind	-	-	5%
Asian	-	*	65%
Two+	*	*	20%
SpEd	*	30%	35%
ELL	-	25%	30%

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

\* Numerator is less than 5 and denominator is &gt; 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	76%	78%	87%	90%
Kinder DRA Spanish	84%	88%	85%	90%
1st DRA English	30%	47%	41%	55%
1st DRA Spanish	64%	67%	63%	70%
2nd DRA English	51%	48%	42%	55%
2nd DRA Spanish	61%	62%	63%	70%

Data Source: AIMS, EOY Assessment

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

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

- Denominator is 0

### Attendance

	2010-11 Actual	2011-12 Actual	2012-13 Estimated	2013-14 Estimated	2014-15 Improvement Goal
All Students	96.7%	96.6%	95.8%	96.2%	96.5%
Afr Amer	95.5%	95.6%	94.4%	94.8%	95.5%
Hispanic	97.0%	97.0%	96.3%	96.5%	96.7%
White	95.4%	94.1%	93.5%	95.9%	96.5%
Amer Ind	*	*	*	*	97.5%
Asian	96.1%	95.2%	94.4%	93.5%	94.0%
Two+	93.9%	94.2%	92.5%	92.7%	93.5%
ECD	96.8%	96.7%	95.8%	96.2%	96.5%

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	6	<1%	*	*	8	<1%	0.50%
Afr Amer	*	*	*	*	6	4.69%	2.00%
Hispanic	*	*	*	*	*	*	0.10%
White	*	*	*	*	*	*	2.50%
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	32	2.85%	46	4.01%	43	3.98%	3.50%
Afr Amer	13	8.90%	17	9.83%	21	16.41%	5.00%
Hispanic	14	1.58%	23	2.59%	18	2.01%	1.80%
White	*	*	*	*	*	*	2.00%
Amer Ind	*	*	*	*	*	*	0.00%
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	*	*	*	*	*	*	0.25%
Afr Amer	*	*	*	*	*	*	1.25%
Hispanic	*	*	*	*	*	*	0.10%
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	981	925
Afr Amer	149	96
Hispanic	767	763
White	35	30
Amer Ind	2	1
Asian	11	9
Two+	17	26

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	341	34	10%	358	25	7%	5%
Afr Amer	5	*	*	5	*	*	0%
Hispanic	325	32	10%	345	24	7%	5%
White	5	*	*	203	18	9%	5%
SpEd	30	11	37%	26	5	19%	15%
ECD	333	33	10%	344	24	7%	5%

Data Source: Contractor's Electronic Files

\* Numerator is less than 5 and denominator is &gt; 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	33	15	45%	19	13	68%	36	20	56%	19	9	47%	15	5	33%	7	*	*
F	Hispanic	166	92	55%	99	73	74%	159	74	47%	91	45	49%	139	55	40%	77	41	53%
F	White	5	*	*	*	*	*	11	*	*	6	*	*	5	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		204	111	54%	121	89	74%	206	98	48%	116	57	49%	159	62	39%	87	44	51%
M	Afr Amer	22	13	59%	14	12	86%	22	17	77%	11	9	82%	17	9	53%	12	10	83%
M	Hispanic	192	74	39%	108	86	80%	178	69	39%	99	67	68%	162	65	40%	97	74	76%
M	White	13	6	46%	8	8	>99%	6	*	*	*	*	*	*	*	*	-	-	-
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		227	93	41%	130	106	82%	206	90	44%	114	80	70%	181	76	42%	109	84	77%
Total		431	204	47%	251	195	78%	412	188	46%	230	137	60%	340	138	41%	196	128	65%

Data Source: AISD Fitnessgram

\* Numerator is less than 5 and denominator is &gt; 0

- Denominator is 0

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

As of 09/01/2014

**Fund 199 General Fund**

<b>Fnd-Fnc-Obj-Sub-Org-Yr-Prog</b>	<b>Description</b>	<b>Appropriation</b>	<b>Encumbrance</b>	<b>Expenditure</b>	<b>Balance</b>	<b>Pct. Rem.</b>
199-11-6117-RR-161-5-24-0-00	Career Ladder - CP-Read Literacy-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-161-5-24-0-00	Extra Duty - CP-SSIG-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-B1-161-5-30-0-00	Extra Duty - CP-AFL-Cook	10,033.00	0.00	0.00	10,033.00	100.00 %
199-11-6119-00-161-5-24-0-00	Professional Salary - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-161-5-24-0-00	Professional Salary - CP-Read Literacy-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-B1-161-5-30-0-00	Part-Time Hourly - CP-AFL-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-00-161-5-24-0-00	FICA - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-161-5-24-0-00	FICA - CP-SSIG-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-161-5-24-0-00	FICA - CP-Read Literacy-Cook	968.00	0.00	0.00	968.00	100.00 %
199-11-6141-B1-161-5-30-0-00	FICA - CP-AFL-Cook	768.00	0.00	0.00	768.00	100.00 %
199-11-6142-00-161-5-24-0-00	Health/Life Ins - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-161-5-24-0-00	Health/Life Ins - CP-SSIG-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-161-5-24-0-00	Health/Life Ins - CP-Read Literacy-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-00-161-5-24-0-00	Wk's Comp - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-161-5-24-0-00	Wk's Comp - CP-SSIG-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-161-5-24-0-00	Wk's Comp - CP-Read Literacy-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-B1-161-5-30-0-00	Wk's Comp - CP-AFL-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-00-161-5-24-0-00	Teacher Retirement - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-161-5-24-0-00	Teacher Retirement - CP-SSIG-Cook	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-161-5-24-0-00	Teacher Retirement - CP-Read Literacy-Cook	83.00	0.00	0.00	83.00	100.00 %
199-11-6146-B1-161-5-30-0-00	Teacher Retirement - CP-AFL-Cook	20.00	0.00	0.00	20.00	100.00 %
<b>Total 6100 Payroll Costs</b>		<b>11,872.00</b>	<b>0.00</b>	<b>0.00</b>	<b>11,872.00</b>	
199-11-6399-CP-161-5-24-0-00	General Supplies - CP-Campus Cost-Cook	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	
<b>11 Total</b>		<b>11,872.00</b>	<b>0.00</b>	<b>0.00</b>	<b>11,872.00</b>	
199-13-6117-00-161-5-24-0-00	Career Ladder - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-161-5-24-0-00	Professional Salary - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-RR-161-5-24-0-00	Professional Salary - CP-Reading Literacy-Cook	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-161-5-24-0-00	FICA - CP-Cook	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**

<b>Fnd-Fnc-Obj-Sub-Org-Yr-Prog</b>	<b>Description</b>	<b>Appropriation</b>	<b>Encumbrance</b>	<b>Expenditure</b>	<b>Balance</b>	<b>Pct. Rem.</b>
199-13-6141-RR-161-5-24-0-00	FICA - CP-Reading Literacy-Cook	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-161-5-24-0-00	Health/Life Ins - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-RR-161-5-24-0-00	Health/Life Ins - CP-Reading Literacy-Cook	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-161-5-24-0-00	Wk's Comp - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-RR-161-5-24-0-00	Wk's Comp - CP-Reading Literacy-Cook	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-161-5-24-0-00	Teacher Retirement - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-RR-161-5-24-0-00	Teacher Retirement - CP-Reading Literacy-Cook	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<b>13 Total</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-23-6396-R6-161-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D Support-Cook	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<b>23 Total</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-31-6118-00-161-5-24-0-00	Extra Duty - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-161-5-24-0-00	Professional Salary - CP-Cook	50,597.00	0.00	6,556.84	44,040.16	87.04 %
199-31-6119-CP-161-5-24-0-00	Professional Salary - CP-Campus Cost-Cook	0.00	0.00	0.00	0.00	0.00 %
199-31-6141-00-161-5-24-0-00	FICA - CP-Cook	6,045.00	0.00	304.78	5,740.22	94.95 %
199-31-6141-CP-161-5-24-0-00	FICA - CP-Campus Cost-Cook	0.00	0.00	0.00	0.00	0.00 %
199-31-6142-00-161-5-24-0-00	Health/Life Ins - CP-Cook	8,748.00	0.00	409.10	8,338.90	95.32 %
199-31-6142-CP-161-5-24-0-00	Health/Life Ins - CP-Campus Cost-Cook	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-00-161-5-24-0-00	Wk's Comp - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-31-6143-CP-161-5-24-0-00	Wk's Comp - CP-Campus Cost-Cook	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-161-5-24-0-00	Teacher Retirement - CP-Cook	849.00	0.00	35.69	813.31	95.79 %
199-31-6146-CP-161-5-24-0-00	Teacher Retirement - CP-Campus Cost-Cook	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<u>66,239.00</u>	<u>0.00</u>	<u>7,306.41</u>	<u>58,932.59</u>	
199-31-6299-CP-161-5-24-0-00	Reproduction Costs - CP-Campus Cost-Cook	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6200 Purchase &amp; Contracted Services</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	

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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.
199-31-6329-CP-161-5-24-0-00	Reading Materials - CP-Campus Cost-Cook	0.00	0.00	0.00	0.00	0.00 %
199-31-6399-CP-161-5-24-0-00	General Supplies - CP-Campus Cost-Cook	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6300 Supplies &amp; Materials</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-31-6411-CP-161-5-24-0-00	Employee Travel - CP-Campus Cost-Cook	1,000.00	0.00	0.00	1,000.00	100.00 %
<b>Total 6400 Other Operating Costs</b>		<u>1,000.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,000.00</u>	
<b>31 Total</b>		<u>67,239.00</u>	<u>0.00</u>	<u>7,306.41</u>	<u>59,932.59</u>	
199-32-6118-00-161-5-24-0-00	Extra Duty - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-32-6119-00-161-5-24-0-00	Professional Salary - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-32-6141-00-161-5-24-0-00	FICA - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-32-6142-00-161-5-24-0-00	Health/Life Ins - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-32-6143-00-161-5-24-0-00	Wk's Comp - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
199-32-6146-00-161-5-24-0-00	Teacher Retirement - CP-Cook	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6100 Payroll Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<b>32 Total</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-61-6121-B1-161-5-30-0-00	Overtime - CP-AFL-Cook	0.00	0.00	0.00	0.00	0.00 %
199-61-6129-B1-161-5-30-0-00	Support Personnel Salary - CP-AFL-Cook	16,000.00	0.00	0.00	16,000.00	100.00 %
199-61-6139-B1-161-5-30-0-00	Employee Allowance - CP-AFL-Cook	0.00	0.00	0.00	0.00	0.00 %
199-61-6141-B1-161-5-30-0-00	FICA - CP-AFL-Cook	1,224.00	0.00	0.00	1,224.00	100.00 %
199-61-6142-B1-161-5-30-0-00	Health/Life Ins - CP-AFL-Cook	2,734.00	0.00	0.00	2,734.00	100.00 %
199-61-6143-B1-161-5-30-0-00	Wk's Comp - CP-AFL-Cook	0.00	0.00	0.00	0.00	0.00 %
199-61-6146-B1-161-5-30-0-00	Teacher Retirement - CP-AFL-Cook	67.00	0.00	0.00	67.00	100.00 %
<b>Total 6100 Payroll Costs</b>		<u>20,025.00</u>	<u>0.00</u>	<u>0.00</u>	<u>20,025.00</u>	
199-61-6411-B1-161-5-30-0-00	Employee Travel - CP-AFL-Cook	0.00	0.00	0.00	0.00	0.00 %
<b>Total 6400 Other Operating Costs</b>		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	

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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>	<u>Encumbrance</u>	<u>Expenditure</u>	<u>Balance</u>	<u>Pct. Rem.</u>
61	Total	20,025.00	0.00	0.00	20,025.00	
<b>Total Fund 199 General Fund</b>		<b>99,136.00</b>	<b>0.00</b>	<b>7,306.41</b>	<b>91,829.59</b>	

**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.
<b>Grand Total of Selected Fund(s)</b>		99,136.00	0.00	7,306.41	91,829.59	