

Mollie Dawson Elementary School

2014-2015

Campus Improvement Plan

Austin Independent School District

CIP CHECKLIST AND CONFIRMATION

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

CIP Development	
The CAC was given an opportunity to provide input on the following:	
• campus needs assessment	<input checked="" type="checkbox"/>
• campus objectives and strategies to address identified areas for improvement	<input checked="" type="checkbox"/>
• the approach to setting campus performance targets	<input 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	4
• By campus administration and/or leadership team	7

We confirm the above information as correct ...

Position	Name	Date
Principal	Tania Jedele	September 29, 2014
Co-Chair	Nora Zaizar	September 29, 2014
Co-Chair	Katherine Blair	September 29, 2014



Austin Independent School District Strategic Plan 2010-2015

The Campus Improvement Plan directly supports the AISD Strategic Plan.

Mission

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

Vision

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

Values

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

Goals

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

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

Non-Voting Members	Name
Principal	Tania Jedele
Assistant Principal	Courtney Evans (CAC Secretary)

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

Voting Members	Name	CAC Co-Chair (✓)	CAC Sec. (✓)	PTA Pres. (✓)	Classroom Teacher (✓)	SpEd Expertise (✓)	Other Prof. Staff Member (Give Title)
Parent	Eliot Kimber						
Parent	Nicole Schuessler			✓			
Parent	Katherine Blair	✓					
Parent	Mathew Munoz						
Parent	Andrea Torrez						
Parent	Linzy Brakefield						
Professional Staff Member	Nora Zaizar	✓					Counselor
Professional Staff Member	Yolanda Ramirez				✓	✓	K-5th Gr. Bil. Inclusion Teacher
Professional Staff Member	Leah Martinets				✓		Kindergarten ESL Teacher
Professional Staff Member	Jennifer Gallop				✓		1st Gr. Dual Language Teacher
Professional Staff Member	Berkeley Stoltz				✓		4th Grade Teacher
Professional Staff Member	Deborah Shaffer						Librarian
Classified Staff Member	Noelia Guevara						
Classified Staff Member	Jessica Zamarripa						
Student (If Applicable)							
Business Representative	Janice Walker						
Community Representative	Sarah Medwig/Kelsey Christian						

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		Demographic Data	
• Performance on state assessments	<input checked="" type="checkbox"/>	• Attendance	<input checked="" type="checkbox"/>
• TELPAS results	<input checked="" type="checkbox"/>	• Discipline	<input checked="" type="checkbox"/>
• Primary Reading Assessment results	<input checked="" type="checkbox"/>	Surveys	
• Accountability ratings (including safeguards missed)	<input checked="" type="checkbox"/>	• Teaching, Empowering, Leading and Learning (TELL) results	<input checked="" type="checkbox"/>
• Review of TAPR data	<input checked="" type="checkbox"/>	• Student climate survey	<input checked="" type="checkbox"/>
• Special Education indicator reports (C-IEP)	<input checked="" type="checkbox"/>	• Parent surveys	<input checked="" type="checkbox"/>
• Other performance related items	<input checked="" type="checkbox"/>		

Other data reviewed for needs assessment: (add bullets as necessary)

- **Primary reading assessment results; during and end-of-year Benchmark results; STAAR results; Campus Improvement Cadre during and end-of-year reports; Grade level during year meeting reports and end-of-year reports; data study responsive planning reports; parent, staff, and student survey results;**

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

- Increase alignment, rigor, and specific student performance expectations of campus literacy program, according to district and state “college-ready” standards
- All students in Dawson’s Dual Language Program receive instruction that is rigorously aligned with campus-identified best practices from Gomez & Gomez model, and coordinated into campus-wide instructional program delivery
- Coordinate effective 2nd year development of campus Creative Learning Initiative plan with 3rd year development of campus-wide Social Emotional Learning program, and continued digital media/technology focus within the Travis Vertical Team Signature Program
- Continue alignment of campus instructional delivery of standards-based math and science processes and content

TITLE 1 COMPONENTS

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

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

CAMPUS ACTION PLAN FOR 2014-15

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

Table #CI-1 ☐ State: Below safeguard target

Performance Objective: Increase alignment, rigor, and specific student performance expectations of campus literacy program, according to district and state “college-ready” standards

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. Advance Primary Literacy program delivery through Texas Literacy Initiative scientific research-based PD & on-going coaching, next steps in imprvmt of DRA/EDL assessment process, and improved progress monitoring to ensure best practice implementation, rigor, and alignment	1,2,3,4,7,8,9	C. Stocking, L. Martinets, J. Van De Hoef, T. Jedele	Time & sub funds for assessment administration, data study, & responsive instructional planning	PD and related classroom instruction and program improvements lead to increased percent of students reading on level by May, 2015	May, 2015	In Progress
2. Develop 2nd year campus delivery of Genre Study literacy framework with imbedded instruction on inferencing reading processes	2,3,4	T. Jedele, A. Ayers, D. Carter, C. Stocking, L. Martinets	Teacher attendance at prof dvpmt sessions; time to organize & deliver PD to staff; & collab. implementation plng. time	Classroom observations and teacher reports indicate clearly aligned attention to Genre instructional framework	Training and organization, Aug - Oct, 2014; implementation in place Oct - May, 2015	In Progress
3. Continue organizational improvement of campus writing instruction, with attention to rigorous alignment in research-based composition processes and expectations, grammar & spelling/word work instruction (increased focus on 6 Syllable Types), and 4 th grade leadership in alignment	1,3,4,8	C. Stocking, L. Martinets, B. Stoltz	Time for cadre and grade level study & alignment; time for 4 th grade to conduct learning walks	Well-articulated sequence of writing expectations (composition, and spelling/word work) guides students' increased achievement on classroom assessments, Benchmarks, and STAAR	Training and collaboration occurs throughout school year	In Progress
4. Continue organizational improvement in campus dyslexia identification and service options,	1,3,4,9	C. Evans, D. Carter, A. Ayers, C. Stocking, L. Martinets	Subs & fees for professional dvpmt, and planning time for	Data study, and Cadre & teacher reports reflect improved service delivery,	Spring reading assessments, Benchmark, &	In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

through data study, training, & targeted collaborative service plans across all grades			improved program organization and implementation	with resulting achievement gains in targeted students	STAAR performance show gains	
5. Increase CORKIE'S Club home reading participation and recognition	1,6	D. Shaffer	Cadre collaborative plng time & funds for program incentives from library activity fund & PTA	Increased number of students meeting mid-year and end of year goals	Middle and End of Year reports	In Progress
6. Increase community participation in collaborative literacy activities between the school and community library through the CLTS grant	1,6	D. Shaffer	Collaborative planning time, funds for transportation to community activities & library	Increased number of families participating in extended school library hours, increased number of families participating in events held off-site	Middle and End of Year reports	In Progress
7. PDAS observations target literacy (or math) scientific research-based instruction	1,3,4	T. Jedelee, C. Evans		Observations including math or writing instruction advance quality of instructional program	October-December, 2014	In Progress

Table #CI-2

☐ State: Below safeguard target

Performance Objective: All students in Dawson's Dual Language Program receive instruction that is rigorously aligned with campus-identified best practices from Gomez & Gomez model, and coordinated into campus-wide instructional program delivery

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. Attend professional development, and conduct data study, collaborative planning sessions, and classroom visits to articulate and implement Dual Language research-based best practice program delivery (using Dual Language Campus Committee), as	1,3,4,9	T. Jedelee, D. Escudero, S. Cundiff, T. Chapa	Time, sub funds, and registration fees for professional development (district provided and conferences) (Title One, Local, and TLI)	Program implementation needs assessment reflects clear evidence of advances, according to district provided checklists and measures	Begin July, 2014 and continue through July, 2015	In Progress

CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

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

program advances and expands within and across grades						
2. Continue collaborative study and organization of TEKS/SEs within CRMs to ensure optimal alignment of pace, scope, and sequence of curriculum across Bilingual/ESL and non-bilingual classrooms	1,3,4,8,9	T. Jedele, C. Evans	Planning time and substitutes from Title I	Classroom observations & anecdotal data study indicate Instructional alignment & matching high achievement between general ed. & dual language classes	Begin August, 2014, and continue through July, 2015 in weekly, monthly, & semester planning mtgs	In Progress

Table #CI-3 ☐ State: Below safeguard target

Performance Objective: Coordinate effective 2nd year development of campus Creative Learning Initiative plan with 3rd year development of campus-wide Social Emotional Learning program, and continued digital media/technology focus within the Travis Vertical Team Signature Program

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. Maintain an annual campus inventory and arts learning plan, in collaboration with Mindpop and CLI personnel.	1,8,9	T. Jedele, G. Goodman, Y. Garcia-Herrington	Time and collaborative meetings to develop inventory & plan	Campus Inventory Arts Learning Plan	Plan in place by Aug, 2014; then on-going update thru May, 2015	In Progress
2. All campus administrators and staff attend varied professional development sessions promoting the use of scientific research arts-based strategies (2- half-days on campus, Arts/DBI Institute, collaborative planning sessions, Cadre after-school sessions, etc.)	4,5,9	T. Jedele and R. Foster	Substitute funds from Title I & Local, time for PD, PD provided by CLI Coach and other staff	Attendance at sessions	Begin July, 2014 through July, 2015	In Progress
3. Maintain community arts partnerships that promote diversity of art form, cultural heritage, and types	5,6,9	T. Jedele and CLI Leadership planning staff	CLI funds to pay for activities	Partnerships advance community connectivity and CLI campus plan	Year-long partnerships	In Progress

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CAMPUS ACTION PLAN FOR 2014-15

Title 1 Components

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

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

of experiences determined through campus planning				effectiveness		
4. Implement varied arts events that build community connectivity amongst all stakeholders, including opportunities for performing and showcasing stakeholder's learning and talents	6,9	T. Jeede, A. Dennis, A. Dunn	Planning and implementation time and potential CLI funds for community arts providers	Events held; Surveys and anecdotal data reflects increased arts-based community connectivity	Events scheduled and completed by May, 2015	In Progress
5. Use varied communication venues to inform and connect families to arts-based instruction and events	6,9,10	N. Guevara, T. Jeede, C. Evans	Phone Messenger system, newsletter paper funds from Title I, social media outlets	Newsletters, phone calls, website, marquee, etc. include arts information	Year-long communication	In Progress
6. Use varied components of SEL implementation (Second Step activities, Early Act First Knight events, etc.) as content for video and other digital community messages	1,6,9,10	N. Zaizar, C. Evans	Planning time for implementation and coordination of initiatives; technology presentation hard- and software	Digital media messages incorporate SEL content	Presented by May, 2015	In Progress
Provide opportunities for community outreach for students to apply their SEL learning and EAFK character education in purposeful ways.	1,2,5,6,9	N. Zaizar, C. Evans, N. Guevara	Transportation to community events and areas	Anecdotal information, student journals, end of year showcase	Throughout the school year	In Progress

Table #CI-4 ☐ State: Below safeguard target

Performance Objective: Continue alignment of campus instructional delivery of standards-based math and science processes and content

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. Continue improvement and alignment of campus PK-5 math instructional program with specific	1,4,8	J. Gallop, J. Dement, T. Jeede	Time and sub funds for attending district trainings and core	Professional development and collaborative study of student work results in	Monthly Team Task study sessions and prof.	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
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

focus on scientific research-based problem-solving rigor and related processes (CGI problem types, tools)			content coaching planning sessions	observations of rigorously aligned student problem-solving in class and on Wall of Honor, increased STAAR achievement, and revision of Dawson Prob. Solving Notebook	dev. & class observations throughout the school year	
2. Coordinate increased use of Investigations resource from primary to intermediate grades, with attention to best-practice share and alignment	4,8	T. Jedele, J. Gallop, J. Dement	Time and sub funds for attending district trainings and core content coaching planning sessions	Observations, data study, and teacher reports indicate effective coordination of Investigations in rigorous math instruction	Observations from October, 2014 - May, 2015	In Progress
3. Organize math & science on-campus resources and ensure optimal use	1,8	J. Gallop, J. Dement	Time & materials for resource organization	Class observations and check-out system reflect on-going effective use of campus resources for differentiated rigor and optimal achievement for all learners	Material use throughout year	In Progress
4. Campus Cadre participates in research-based professional development through U.T. Hands-On Science Collaborative	1,4,8,9	J. Gallop, J. Dement	Time & Subs for professional development from Title I and Collaborative funds	Professional development is shared across grade levels, resulting in observation of increased alignment of rigorous science instructional delivery	July, 2014 – July, 2015	In Progress
5. PDAS observations target math (or writing) scientific research-based instruction	3,5	T. Jedele, C. Evans		Observations including math or writing instruction increase collaborative improvement of instructional program	Observations October - December, 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
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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
1. Comply with all nutrition and wellness policy guidelines in a way that encourages and teaches health and fitness for students and families (weekly physical activity & instruction, environmental messages, parent communication, Family Fitness Events)	1,6,8,10	T. Jedelee, C. Edwards, N. Guevara	Resource information passed from district to PE Teacher to teachers	Newsletters and social media include health & fitness information, parent events held in fall & spring, observations reflect weekly WOW activities	Fall and spring events, monthly parent newsletters, and weekly instruction throughout year	In Progress
2. Administer, use, and share data from Fitnessgram and other assessments to guide student health instructional decision-making and to motivate student performance	7,8,9,10	C. Edwards	Class time for assessment administration & on-going communication between PE & classroom teachers	Use of data in Fitnessgram & TEAMS (grades) results in improved student performance	Fall & spring assessment timelines and nine-week TEAMS data entry	In Progress
3. Maintain a Coordinated School Health plan that guides campus attention to a healthy school environment and provide professional development and on-going tips/reminders about playground safety and student	4,7,8,9	T. Jedelee, C. Edwards	Time for professional development and communication between CATCH Team, and PE & classroom teachers	Observations and school environment reflect focus on health & fitness, and also WOW instruction in and outside the classroom	September, 2014 – May, 2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
<i>Each Title 1 component must be addressed in at least one strategy, but not all strategies must be tied to a Title 1 Component</i>		
1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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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: <ol style="list-style-type: none"> 1. Implementation of Coordinated School Health (K-8: CATCH, HS: Other activities) 2. Student participation in physical activities 3. Improvement of Fitnessgram results for all students 4. Compliance with the nutrition guidelines and staff wellness (Wellness Policy) 						
Applicable Strategic Plan Goal(s): 1,2						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
fitness resources						
4. Develop additional guidelines concerning birthday celebrations, so as not to interfere with instructional time (last 15 minutes of the last Friday of the month).	1,2,9	Classroom teachers	List of student birthdays	15 minute celebration once a month	On-going	In Progress
5. Provide healthy food alternatives for students, parents, and teachers when food and beverages are served.	1,2,6,9	T. Jedele, C. Edwards, A. Dennis, A. Dunn	Funding to purchase healthy food and beverage alternatives	Food and beverages served at school functions include healthy options	On-going	In Progress
6. Offer at least 3 staff wellness opportunities per year, such as Work Out Wednesdays, Healthy Heart Family Fun Run, Health and Wellness professional development	1,2,4,9	T. Jedele, C. Edwards	Time for planning, equipment for workouts	Staff participation in Work Out Wednesday sessions, participation in professional development	On-going	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

Title 1 Components		
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1 Needs assessment	5 Strategies to attract HQ teachers	8 Activities to help students reach proficient and advanced standards
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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. Advance campus-wide coordination of Second Step curriculum resource, No Place For Hate, Early Act First Knight, student goal-setting, student leadership opportunities (ClubGEN and Boys Leadership), and college & career focus initiatives into SEL implementation	1,2,3,4,5,7,8,9	N. Zaizar	Time for planning, professional development support, and monitoring; funds for ClubGEN, EAFK medallions, parent meetings, and incentives from Title I, local and activity funds	Coordinated program delivery is implemented in all PK-5 classes through campus weekly focus time, Knighting and other ceremonies, student leadership groups, incentives, and parent involvement in programs and training sessions on program features	Second Step begins August, 2014, and all coordinated resources and programs continue through May, 2015	In Progress
2. Continue the implementation of Every Day Counts Attendance Program and related campus activities and incentives, targeting increased attention to highest need areas of PPCD, PreK, and Kinder	6,8,9	C. Evans, N. Guevara, A. Dennis, A. Dunn	Funds for incentives from Title I, Local, and Activity Funds	Program efforts result in increased school attendance rate to 97%, with targeted improvements in PPCD, PreK, and Kinder	Weekly, Monthly, and Nine-week recognition throughout school year	In Progress

Table #DR-3

Performance Objective: Parental involvement will be encouraged in varied formats and content focus areas.						
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. PreK-Kinder Parent Transition Sessions, Family Learning Nights, classroom visits, family field trips,	4,6,11	N. Guevara	Speakers, snacks, and field trip funds from TLI Grant, Title I, and	Parent reports and surveys reflect increased knowledge and capacity for preparing	Events held throughout school year	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
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4 Ongoing PD		11 Elementary Schools only: EC/PK/EL transition programs

Table #DR-3

Performance Objective: Parental involvement will be encouraged in varied formats and content focus areas.

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
and parent training sessions include specific reading and writing strategies to support early childhood transition into school, and literacy practices at home			Local funds)	students for school and supporting literacy at home		
2. Target specific parent involvement activities toward SEL implementation, including Second Step curriculum delivery, No Place For Hate, Early Act First Knight, student goal-setting, and college & career focus	6,8,10	N. Guevara, N. Zaizar	Speakers, snacks, and field trip funds from TLI Grant, Title One, and Local fund	Parent program input, reports, & surveys lead to program improvement and reflect parents' increased knowledge of home-school connections for stud. ldrshp & self-mgmt (Title I funds for prnt mtgs & incentives)	Events held throughout school year	In Progress
3. Family Learning Nights, classroom visits, family field trips, and parent training sessions for ALL grade level parents include specific strategies for supporting literacy, math, science, social studies, and health/fitness learning applications at home	6,8,10,11	N. Guevara, C. Edwards, T. Jedgele, C. Evans	Speakers, snacks, and field trip funds from TLI Grant, Title I, and Local funds	Parent reports & surveys reflect increased knowledge & capacity for supporting student academic performance and health/fitness at home	Events held throughout school year	
4. Parent conferences and training sessions include specific information to guide parents in understanding their child's assessment results in a language they can understand	6,10	N. Guevara, T. Jedgele	Time for parent meetings and student assessment data	Parent reports, surveys, & face-to face meeting observations reflect parents' increased knowledge & use of student assessment data to guide student optimal achievement	Conferences in October & February, parent trainings held throughout school year	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
<p>Professional development occurs in the following scientific research-based processes and content areas:</p> <p>Processes:</p> <ul style="list-style-type: none"> • campus professional development days before and during school year • monthly grade level “Team Task” study of student performance data • monthly Faculty Development and Problem of Practice sessions • district-provided sessions during school day and after school • data study and planning sessions • private professional development providers during the day and after school • partnership providers (ex: Univ. of Texas) during day and after school <p>Content:</p> <ul style="list-style-type: none"> • research-based literacy features of phonics, phonemic awareness, comprehension, vocabulary, and fluency 	3,4,5	T. Jedele, C. Evans, L. Martinets, C. Stocking, J. Gallop, J. Dement, D. Carter, A. Ayers	In district and out of district professional development sessions, funding for registration and Subs, time for attendance and implementation (from TLI grant, Title One, district-provided, and local funds)	Observation reflect improved instructional delivery and student performance in the targeted area of professional learning	Professional development occurs throughout the school year	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-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
<ul style="list-style-type: none"> • math problem-solving, numerical fluency, and concept development • documentation & data study of student performance for responsive instructional delivery • RTI processes & supports across all content areas • Arts-enhanced instructional delivery • best practices for ELLs and Dual Language instruction • best practices strategies and tools for addressing the needs of gifted and talented students • Social Emotional Learning • technology integration and digital media 						

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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

Special Education Identification – All Levels

Table #DR-5						
Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 22.3%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Ensure continued intensive collaborative attention to provision and documentation of student services for struggling learners, including Student Support Team meetings, grade level POP Study sessions, collaboration between SPED Coordinator and Principal, and Child Study monitoring that guide appropriate and effective RTI processes; so that all referrals are guided by extensive data and collaborative decision-making. (in consideration of the large number of students placed at Dawson for special education services NOT a part of the Dawson attendance zone)	3,4,5,7,8	T. Jedele, C. Evans, N. Zaizar	Time for varied collaborative decision-making meetings and funds for tutorials, data study, and summer school (Title One and Local)	All Special Education referrals are driven by extensive data over time regarding student performance and services (in light of extensive number of students placed at Dawson already referred and/or qualified)	Student performance study occurs weekly, bi-weekly, and bi-monthly on-going throughout the school year, and CST monthly meetings	In Progress
2. Ensure that SPED teachers receive the same professional development as Gen Ed, as well as any updated intervention training	4	T. Jedele, D. Carter, A. Ayers, N. Zaizar	Funds for prof. development and substitutes (Title I and Local)	Observations reflect campus best practice alignment in core & interventions	Throughout school year	In Progress

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DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Table #DR-5

Performance Objective: Reduce special education identification rate.						
Condition: If rate > 8.5%					Source: SPED C-IEP (A) 4 th 6 weeks	
Campus Rate: 22.3%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
3. Use SEL instructional framework (Second Step, Early Act First Knight, Super Stars, student goal-setting, college focus, student leadership activities (ClubGEN, XY Zone, Service Club, No Place for Hate, etc.) to support optimal student progress and related monitoring	1,2,8	N. Zaizar	Weekly instructional time for Second Step, funds for ClubGEN, EAFK medallions, and incentives from Title I, local, and activity funds	Varied character and leadership student activities support optimal student progress, to guide appropriate Child Study Team decision-making	Throughout school year	In Progress
4. Implementation of BTEN initiative to support new teachers in Rtl process and attention to struggling learners	4,7	T. Jedele, C. Evans, J. Van De Hoef	Time for observations, collaborative meetings	Meeting reports, surveys, anecdotal records reflect attention to teachers' identification and response to struggling learners' needs	Meetings every two weeks throughout the school year	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

Special Education Service in LRE – All Levels

Table #DR-10						
Performance Objective: Increase the rate of special education students served in the general education population setting 80% of the day or more.						
Condition: If rate < 68%					Source: SPED C-IEP (H) 4 th 6 weeks	
Campus rate: 58.3%		Does campus performance require inclusion of this objective? (Yes or No): Yes				
Applicable Strategic Plan Goal(s): 1,2,4						
Specific Improvement Strategy	Title 1 (list all that apply)	Responsible Person(s)	Needed Resources (Include PD Support)	Evidence of Implementation/ Effectiveness	Timeframe for Completion	Status
1. Continue to carefully collaborate on study and periodic review of every SpEd student's educational programming and district data, to ensure individualized decision-making and IEP organization in all ARDs; then on-going monitoring of program delivery; with careful attention to monitoring Dawson attendance zone students, and those not in Dawson's home boundaries placed at Dawson	3,4,5,7	T. Jedele, C. Evans, A. Ayers	Meeting time, district organizational documents to align most effective staff use with IEPs, and Subs from Title I	Case Managers ensure monthly discussion and data study of IEP implementation as a part of instructional planning processes, with on-going attention to LRE provision (Title I and Local funds)	Monthly IEP meetings between SPED and Gen Ed teachers; and ARDs occur throughout year	In Progress
2. Continue alignment of inclusion team instructional processes through classroom observation videos and collaborative improvement planning	3,4,5	A. Ayers, D. Carter	Observation and meeting time, and Subs from Title I	Special Needs Cadre organizes videos and collaborative follow-up to advance classroom practices for instructional collaboration and student learning rigor	Videos and follow-up planning discussions occur October, 2014 - March, 2015	In Progress

DISTRICT-REQUIRED ACTION PLAN FOR 2014-2015

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

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: 8%		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. Ensure continued intensive collaborative attention to provision and documentation of student services for ELLs, specifically targeting reading proficiency in English, including Student Support Team meetings, grade level POP Study sessions, collaboration between LPAC Coordinator and Principal, and LPAC/Dual Language Committee monitoring that guide appropriate and effective RTI processes.	1,2,7,8,9	T. Jedele, C. Evans, T. Chapa	Meeting time, monitoring documents, and Subs from Title I	Increased numbers of students	Monthly LPAC/Dual Language Committee Meetings throughout the school year	In Progress
2. Campus vertical alignment of English expectations through student's English proficiency plan	4,8	T. Jedele, C. Evans, T. Chapa	Meeting time for collaborative planning of vertical alignment	Created English proficiency expectation plans for each grade level, student progress monitoring	Monthly throughout the school year	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:	Provide Individualized accelerated instruction for at-risk learners
General Supplies for at-risk students:	N/A
Transition Services (from middle school to high school or from elementary school to middle school):	N/A
Middle School reading and math initiatives:	N/A
Extra duty pay for teachers and/or administrators or part-time/hourly pay for after-school detention:	N/A
Reading specialists (to include literacy coaches):	PreK-5 th grade small group literacy instruction and teacher coaching for at-risk students struggling with reading
Math specialist (FTE for math interventions):	N/A
Elementary Counselors:	Student support, college & career and guidance counseling, and goal-setting for PreK-5 th at-risk students. Provides additional social, emotional, and behavior supports affecting academic achievement for students with identified needs.
Dropout prevention services:	N/A
DELTA (or other credit recovery programs):	N/A
Parent Support Specialist (or other parent involvement expenses):	Connect parents to student achievement initiatives, improving achievement of at-risk learners
9 th Grade Initiatives (for example, a ninth grade academy, mentoring program for freshman, algebra tutoring and/or intervention programs, etc.):	N/A

APPENDIX A-2

Highly Qualified Teacher Recruitment and Retention Plan

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

√	Work with staffing coordinator, identify staff not meeting HQ standards
√	Notify staff of deficit area(s)
√	Agree with staff on appropriate ways to meet the standard
√	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
√	Provide bilingual and special education stipends
√	Collaborate with HR to identify staffing needs so that qualified candidates are available
√	Other: Maintain standard that ALL staff are HQ

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
√	Provide mentors to first and second year teachers
√	Offer high-quality professional development
√	Provide leadership opportunities for teachers
√	Encourage participation in National Board program
√	Meet on a regular basis with new teachers to review needs/issues
√	Other: Differentiate high-quality professional development content & format to address varied staff needs

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
√	Provide high-quality professional development in area(s) needed
	Pay for study courses for required exams
	Pay for passed exams
√	Provide substitutes or stipends for professional development
√	Other: Communicate and collaborate with staff on HQ needs well in advance of staffing assignments to ensure appropriate assignments

APPENDIX A-3

Pregnancy Related Services

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

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

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

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

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

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

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

Components		Objective Table #(s)
Component #	Component	
1	Comprehensive needs assessment	#CI-1, #CI-2, #CI-3, #CI-4, #DR-1, #DR-2, #DR-5, #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-3, #DR-2, #DR-5, #DR-12
3	Instruction by highly qualified staff	#CI-1, #CI-2, #CI-4, #DR-2, #DR-4, #DR-5, #DR-10
4	High quality/ongoing professional development for teachers, principals, and paraprofessionals to enable all students to meet state standards	#CI-1, #CI-2, #CI-3, #CI-4, #DR-1, #DR-2, #DR-3, #DR-4, #DR-5, #DR-10, #DR-12
5	Strategies to attract highly qualified teachers to high-need schools	#CI-3, #DR-4, #DR-5, #DR-10
6	Strategies to increase parental involvement	#CI-1, #CI-3, #CI-4, #DR-1, #DR-2, #DR-3
7	Inclusion of teachers in decisions regarding use of academic assessments (activities such as benchmark or other testing, use of data, etc.)	#CI-1, #DR-1, #DR-2, #DR-5, #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, #CI-3, #CI-4, #DR-1, #DR-2, #DR-3, #DR-5, #DR-12
9	Coordination and integration of federal, state, and local services and programs	#CI-1, #CI-2, #CI-3, #CI-4, #DR-1, #DR-2, #DR-12
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	#DR-1, #DR-3
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	How Will Expenditure Improve Student Performance?		Amount of Expenditure	How Will Impact Be Assessed?
	Improvement Strategy	Needs Assessment		
<i>Personnel</i>				
Assistant Principal (50%)	PO 2, Strat.1-5; PO 3, Strat. 1, PO 4, Strat... 1; PO 5, Strat.1, PO 6, Strat.1, PO 7, Strat.1,	Enhanced instructional leadership and student support & service needs, increased administrative support	\$35,289	Increased student achievement on MOY & EOY (STAAR), TELPAS, and weekly quizzes
ACE Americorps Program tutors	PO 2, Strat.1; PO 3, Strat. 1, PO 4, Strat. 1	Increased, targeted & individualized support for primary readers & writers	\$5,000	Increased student achievement on MOY & EOY reading assessments, TELPAS, and weekly assessments
Parent Support Specialist (50%)	PO 2-7, all Strat.	Increased opportunities for parents to connect with student learning and achievement	\$18,644	Increased parent engagement opportunities, documented by sign-in sheets; parent surveys reflect satisfaction with involvement
Extra Duty - Teachers Tutoring for math, science, and literacy	PO 2, strat 1-3 PO 3-6, strat 1	Need for extended day and summer learning opportunities to ensure the highest achievement standards	\$12,896	Increased student achievement (STAAR, TELPAS,Benchmarks,Class quizzes,etc.)
Salary Cushion			\$2,665	
<i>Instructional Supplies, Materials, and Equipment</i>				
Computer printer cartridges and other classroom materials, copy paper (for send-home books, etc.), math, science, & reading instructional manipulatives & materials	PO 1-7, all strategies	Need for increased access in all classrooms to kinesthetic instructional aids and quality technology learning and related products	\$6,055	Increased student achievement on MOY & EOY (STAAR), TELPAS, and weekly quizzes
Student & instructional reading materials & magazines	PO 2, Strat. 1-4, PO 3-6, Strat. 1	Need for more culturally relevant student non-fiction	\$855	Increased student achievement (reading levels, fluency rates,

		instructional reading material		quiz scores, Benchmarks, STAAR)
Reading A-Z materials	PO 1-7, all strategies	Need for increased access in all classrooms to kinesthetic instructional aids and quality technology learning and related products.	\$2,000	Increased student achievement on MOY & EOY (STAAR), TELPAS, and weekly quizzes
Professional Development/Staff Training				
Substitutes for math, science, literacy, ELL (Dual Language), & GT trainings and for individualized assessment, data study and responsive planning for student intervention & supports, with specific attention to Special Ed. Inclusion and other best practice training.	PO 2, Strat. 1-5, PO 3-6, Strat. 1 (all POs)	Need for on-going improvement and collaboration in using data to drive instructional decision-making in Reading, Writing, Math, & Science, and collaborative teaching	\$6,000	Increased student achievement (reading levels, quiz scores, Benchmarks, STAAR, TELPAS)
Community Services (Function 61)				
Parent Field Trips to Marathon Kids, Explore U.T., Texas Book Festival and similar events that teach about health, literacy, math, science, college preparation, and accessing community resources to advance student learning	PO 2, Strat. 1-5, PO 3, 4, 7, Strat. 1	Need for increased parent connectivity to student learning, to enhance achievement	\$200	Increased student achievement (Benchmarks, class assessments, reading scores) and improved student & family involvement in healthy activities
Refreshments for parent training in attendance, literacy, math, science, assessment results interpretation & planning, and effective parenting & life skills to support rigorous student learning	PO 2, Strat. 1-5, PO 3, 4, 7, Strat. 1	Need for increased parent connectivity to student learning, to enhance achievement	\$357	Parent surveys (formal & informal) indicate increased knowledge of student learning, and observations of activities show parent engagement; increased student attendance rate
Reproduction, paper fees, and general supplies for parent training & communication	PO 2, Strat. 1-5, PO 3, 4, 7, Strat. 1	Critical importance of varied parent communication methods	\$731	Parent surveys (formal & informal) indicate increased knowledge of student learning, & activity observations show prnt engagment
Parent and Parent Specialist training fees	PO 2, Strat. 1-5, PO 3, 4, 7, Strat. 1	Development of Parent and Parent Specialist skills for connecting parents to student learning success	\$200	Training leads to parents' increased knowledge & skill in advancing student achvmt at home and at school
Other Requests				
Extra Duty: Teacher, TA,	PO 2, Strat. 1-3, PO 3-6, Strat. 1	Need for extended day and	\$12,896	Increased student achievement

Parent, & Community Member pay for extended day and/or summer tutorial supports for reading, math, science, writing, Fine Arts, and Fitness		summer learning opportunities to ensure highest achievement standards		(STAAR, TELPAS, Benchmarks, Class quizzes, etc.)
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<i>TOTAL (Must Match BTO Total)</i>	\$93,296.00
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Campus Scorecard 2014-15
114 - Dawson 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	49%	63%	56%	63%
Afr Amer	67%	60%	*	45%
Hispanic	48%	63%	57%	63%
White	50%	*	71%	76%
Asian	-	*	*	100%
Two+	*	*	*	100%
SpEd	67%	73%	70%	75%
ECD	50%	61%	56%	63%
ELL	46%	62%	56%	62%

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	31%	56%	48%	56%
Afr Amer	33%	60%	*	40%
Hispanic	31%	54%	48%	56%
White	20%	*	71%	76%
Asian	-	*	*	100%
Two+	*	*	*	100%
SpEd	50%	64%	68%	72%
ECD	32%	53%	48%	56%
ELL	26%	55%	51%	58%

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	29%	42%	55%	61%
Afr Amer	*	*	*	43%
Hispanic	30%	36%	54%	60%
White	*	*	*	100%
Asian	-	-	*	100%
Two+	*	-	-	0%
SpEd	42%	69%	82%	84%
ECD	28%	45%	50%	58%
ELL	27%	44%	*	30%

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	24%	50%	57%	63%
Afr Amer	*	*	*	79%
Hispanic	24%	52%	54%	61%
White	*	*	*	66%
Asian	-	-	-	0%
Two+	-	*	-	0%
SpEd	21%	58%	69%	73%
ECD	24%	50%	57%	63%
ELL	29%	39%	53%	60%

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	17%	24%	15%	20%
Afr Amer	33%	20%	*	14%
Hispanic	15%	23%	16%	20%
White	30%	*	*	5%
Asian	-	*	*	100%
Two+	*	*	*	5%
SpEd	8%	27%	24%	28%
ECD	15%	20%	13%	18%
ELL	13%	22%	13%	18%

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	9%	30%	19%	23%
Afr Amer	<1%	50%	*	14%
Hispanic	9%	26%	21%	25%
White	<1%	*	*	5%
Asian	-	*	*	5%
Two+	*	*	*	5%
SpEd	11%	27%	27%	31%
ECD	10%	26%	20%	24%
ELL	4%	26%	29%	32%

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	16%	23%	18%	22%
Afr Amer	*	*	*	5%
Hispanic	16%	19%	18%	22%
White	*	*	*	5%
Asian	-	-	*	100%
Two+	*	-	-	0%
SpEd	42%	62%	45%	48%
ECD	16%	25%	17%	21%
ELL	18%	17%	*	5%

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

STAAR Science - Level III

	2011-12 Actual	2012-13 Actual	2013-14 Estimated	2014-15 Improvement Goal
All Students	4%	18%	15%	20%
Afr Amer	*	*	*	29%
Hispanic	2%	18%	16%	20%
White	*	*	*	5%
Asian	-	-	-	0%
Two+	-	*	-	0%
SpEd	7%	25%	38%	41%
ECD	4%	17%	16%	20%
ELL	<1%	<1%	*	22%

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	65%	60%	70%
Afr Amer	*	*	70%
Hispanic	65%	60%	70%
White	*	*	75%
Amer Ind	-	-	0%
Asian	-	*	100%
Two+	*	-	0%
SpEd	63%	81%	85%
ELL	78%	43%	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	94%	68%	85%
Afr Amer	*	*	75%
Hispanic	94%	73%	80%
White	*	*	70%
Amer Ind	-	-	0%
Asian	-	*	100%
Two+	*	-	0%
SpEd	>99%	80%	85%
ELL	>99%	75%	80%

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	29%	22%	30%
Afr Amer	*	*	20%
Hispanic	31%	23%	30%
White	*	*	40%
Amer Ind	-	-	0%
Asian	-	*	100%
Two+	*	-	0%
SpEd	38%	29%	35%
ELL	43%	33%	40%

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	70%	13%	70%
Afr Amer	*	*	70%
Hispanic	68%	15%	75%
White	*	*	70%
Amer Ind	-	-	0%
Asian	-	*	100%
Two+	*	-	0%
SpEd	75%	*	75%
ELL	86%	*	85%

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	53%	71%	86%	90%
Kinder DRA Spanish	89%	71%	64%	80%
1st DRA English	60%	43%	39%	80%
1st DRA Spanish	42%	80%	77%	80%
2nd DRA English	59%	62%	64%	80%
2nd DRA Spanish	*	*	69%	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	96.4%	96.9%	96.2%	96.2%	96.4%
Afr Amer	95.6%	95.7%	95.2%	93.9%	94.2%
Hispanic	96.6%	97.1%	96.5%	96.5%	96.7%
White	95.8%	96.0%	95.0%	94.9%	95.2%
Amer Ind	<1%	<1%	<1%	*	99.0%
Asian	*	*	*	*	99.0%
Two+	*	*	*	95.3%	95.5%
ECD	96.3%	96.9%	96.2%	96.2%	96.4%

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	*	*	*	*	*	*	0.20%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.20%
White	*	*	*	*	*	*	0.00%
Amer Ind	-	-	-	-	*	*	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus Suspensions to Home

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	# Campus Suspensions to Home	% Campus Suspensions to Home	% Ethnic Group Removed
All Students	*	*	*	*	*	*	0.25%
Afr Amer	*	*	*	*	*	*	0.25%
Hispanic	*	*	*	*	*	*	0.25%
White	*	*	*	*	*	*	0.00%
Amer Ind	-	-	-	-	*	*	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Campus ALC/EDAP or In School Suspensions

	Estimated						Improvement Goal
	2011-12		2012-13		2013-14		2014-15
	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	# Campus Suspensions to ISS	% Campus Suspensions to ISS	% Ethnic Group Removed
All Students	*	*	*	*	*	*	0.00%
Afr Amer	*	*	*	*	*	*	0.00%
Hispanic	*	*	*	*	*	*	0.00%
White	*	*	*	*	*	*	0.00%
Amer Ind	-	-	-	-	*	*	0.00%
Asian	*	*	*	*	*	*	0.00%

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

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

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Fall Enrollment (PEIMS Snapshot Date)

	2012-13 Actual	2013-14 Estimated
All Students	336	345
Afr Amer	28	32
Hispanic	278	258
White	25	24
Amer Ind	0	2
Asian	2	2
Two+	3	27

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	66	6	9%	57	*	*	3%
Afr Amer	-	-	-	*	*	*	0%
Hispanic	64	6	9%	55	*	*	3%
White	*	*	*	31	*	*	4%
SpEd	16	*	*	11	*	*	0%
ECD	66	6	9%	55	*	*	3%

Data Source: Contractor's Electronic Files

* Numerator is less than 5 and denominator is > 0

- Denominator is 0

Student Fitness

Sex	Ethnicity	2011-12						2012-13						2013-14					
		Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer			Body Composition: Body Mass Index			Cardiovascular: Mile Run/Pacer		
		Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%	Tested	Healthy Zone	%
F	Afr Amer	*	*	*	*	*	*	6	*	*	*	*	*	*	*	*	*	*	*
F	Hispanic	66	38	58%	36	20	56%	49	26	53%	27	12	44%	58	25	43%	28	16	57%
F	White	7	*	*	*	*	*	7	5	71%	*	*	*	5	*	*	*	*	*
F	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
F		77	44	57%	40	22	55%	62	35	56%	33	15	45%	67	32	48%	33	20	61%
M	Afr Amer	5	*	*	*	*	*	6	*	*	*	*	*	8	*	*	5	*	*
M	Hispanic	69	35	51%	49	37	76%	53	27	51%	36	23	64%	49	20	41%	29	21	72%
M	White	*	*	*	*	*	*	*	*	*	-	-	-	*	*	*	*	*	*
M	Asian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
M		78	39	50%	55	40	73%	60	28	47%	38	23	61%	60	23	38%	36	25	69%
Total		155	83	54%	95	62	65%	122	63	52%	71	38	54%	127	55	43%	69	45	65%

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.
199-11-6112-R8-114-5-24-0-00	Subs for Tchr - CP-AYP Elem-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R0-114-5-24-0-00	Extra Duty - CP-Summer Init-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R5-114-5-24-0-00	Extra Duty - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6118-R8-114-5-24-0-00	Extra Duty - CP-AYP Elem-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-90-114-5-24-0-00	Professional Salary - CP-PreK-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6119-RR-114-5-24-0-00	Professional Salary - CP-Read Literacy-Dawson	43,698.00	0.00	5,002.07	38,695.93	88.55 %
199-11-6121-R4-114-5-24-0-00	Overtime - CP-Risk Stud Sup-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R5-114-5-24-0-00	Overtime - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6121-R8-114-5-24-0-00	Overtime - CP-AYP Elem-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R0-114-5-24-0-00	Part-Time Hourly - CP-Summer Init-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R5-114-5-24-0-00	Part-Time Hourly - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6125-R8-114-5-24-0-00	Part-Time Hourly - CP-AYP Elem-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6129-R4-114-5-24-0-00	Support Personnel Salary - CP-Risk Stud Sup-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-90-114-5-24-0-00	FICA - CP-PreK-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R0-114-5-24-0-00	FICA - CP-Summer Init-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R4-114-5-24-0-00	FICA - CP-Risk Stud Sup-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R5-114-5-24-0-00	FICA - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-R8-114-5-24-0-00	FICA - CP-AYP Elem-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6141-RR-114-5-24-0-00	FICA - CP-Read Literacy-Dawson	3,343.00	0.00	281.82	3,061.18	91.56 %
199-11-6142-00-114-5-24-0-00	Health/Life Ins - CP-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-90-114-5-24-0-00	Health/Life Ins - CP-PreK-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R0-114-5-24-0-00	Health/Life Ins - CP-Summer Init-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R4-114-5-24-0-00	Health/Life Ins - CP-Risk Stud Sup-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-R5-114-5-24-0-00	Health/Life Ins - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6142-RR-114-5-24-0-00	Health/Life Ins - CP-Read Literacy-Dawson	5,040.00	0.00	416.75	4,623.25	91.73 %
199-11-6143-90-114-5-24-0-00	Wk's Comp - CP-PreK-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R4-114-5-24-0-00	Wk's Comp - CP-Risk Stud Sup-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R5-114-5-24-0-00	Wk's Comp - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-R8-114-5-24-0-00	Wk's Comp - CP-AYP Elem-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6143-RR-114-5-24-0-00	Wk's Comp - CP-Read Literacy-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-90-114-5-24-0-00	Teacher Retirement - CP-PreK-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R0-114-5-24-0-00	Teacher Retirement - CP-Summer Init-Dawson	0.00	0.00	0.00	0.00	0.00 %

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Campus/Org Expense Listing
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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-11-6146-R4-114-5-24-0-00	Teacher Retirement - CP-Risk Stud Sup-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R5-114-5-24-0-00	Teacher Retirement - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-R8-114-5-24-0-00	Teacher Retirement - CP-AYP Elem-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6146-RR-114-5-24-0-00	Teacher Retirement - CP-Read Literacy-Dawson	879.00	0.00	52.19	826.81	94.06 %
Total 6100 Payroll Costs		<u>52,960.00</u>	<u>0.00</u>	<u>5,752.83</u>	<u>47,207.17</u>	
199-11-6219-CP-114-5-24-0-00	Professional Services - CP-Campus Cost-Dawson	0.00	0.00	0.00	0.00	0.00 %
Total 6200 Purchase & Contracted Services		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-11-6399-CP-114-5-24-0-00	General Supplies - CP-Campus Cost-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-11-6399-R0-114-5-24-0-00	General Supplies - CP-Summer Init-Dawson	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-11-6497-R5-114-5-24-0-00	Food/Refreshment - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
Total 6400 Other Operating Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
11 Total		<u>52,960.00</u>	<u>0.00</u>	<u>5,752.83</u>	<u>47,207.17</u>	
199-13-6118-00-114-5-24-0-00	Extra Duty - CP-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-13-6119-00-114-5-24-0-00	Professional Salary - CP-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-13-6141-00-114-5-24-0-00	FICA - CP-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-13-6142-00-114-5-24-0-00	Health/Life Ins - CP-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-13-6143-00-114-5-24-0-00	Wk's Comp - CP-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-13-6146-00-114-5-24-0-00	Teacher Retirement - CP-Dawson	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
13 Total		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
199-23-6118-R5-114-5-24-0-00	Extra Duty - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-23-6141-R5-114-5-24-0-00	FICA - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-23-6143-R5-114-5-24-0-00	Wk's Comp - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %

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Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance	Pct. Rem.
199-23-6146-R5-114-5-24-0-00	Teacher Retirement - CP-SSIG-Dawson	0.00	0.00	0.00	0.00	0.00 %
Total 6100 Payroll Costs		0.00	0.00	0.00	0.00	
199-23-6396-R6-114-5-24-0-00	Computer Rel.Eq<\$5000 Per Unit - CP-1D	0.00	0.00	0.00	0.00	0.00 %
Total 6300 Supplies & Materials		0.00	0.00	0.00	0.00	
23 Total		0.00	0.00	0.00	0.00	
199-31-6118-00-114-5-24-0-00	Extra Duty - CP-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-31-6119-00-114-5-24-0-00	Professional Salary - CP-Dawson	45,869.00	0.00	5,232.53	40,636.47	88.59 %
199-31-6141-00-114-5-24-0-00	FICA - CP-Dawson	3,814.00	0.00	299.03	3,514.97	92.15 %
199-31-6142-00-114-5-24-0-00	Health/Life Ins - CP-Dawson	5,372.00	0.00	447.25	4,924.75	91.67 %
199-31-6143-00-114-5-24-0-00	Wk's Comp - CP-Dawson	0.00	0.00	0.00	0.00	0.00 %
199-31-6146-00-114-5-24-0-00	Teacher Retirement - CP-Dawson	647.00	0.00	21.60	625.40	96.66 %
Total 6100 Payroll Costs		55,702.00	0.00	6,000.41	49,701.59	
31 Total		55,702.00	0.00	6,000.41	49,701.59	
Total Fund 199 General Fund		108,662.00	0.00	11,753.24	96,908.76	

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Campus/Org Expense Listing
Austin Independent School District

As of 09/01/2014

Fund 199 General Fund

Fnd-Fnc-Obj-Sub-Org-Yr-Prog	Description	<u>Appropriation</u>	Encumbrance	<u>Expenditure</u>	Balance	Pct. Rem.
Grand Total of Selected Fund(s)		108,662.00	0.00	11,753.24	96,908.76	

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