

Dawson Elementary School

Campus Improvement Plan

2020/2021

...where there's a place for everyone...



DAWSON
ELEMENTARY SCHOOL
AUSTIN Independent School District

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DMAC Solutions ®

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Campus Mission

Providing our students with a firm foundation for life-long learning through a comprehensive curriculum, quality instruction, high expectations for student achievement, development of pride and confidence through leadership and citizenship, and attention to the whole child.

Campus Vision

Achieving equitable outcomes through an inclusive and supportive community.

Campus Values

We believe

- ...all students can learn at their own pace and in their own style.
- ...our students can become responsible, compassionate, environmentally aware, and critical thinkers.
- ...the maximized education of the child is a shared venture of parents, teachers, and the community.
- ...our staff can kindle the joy of life-long learning in our students.
- ...our teachers grow professionally and model life-long learning by staying abreast of current educational trends.
- ...trust, participation, and communication are key to achieving our goals.
- ...by teaching real life skills and self-discipline and by building self-esteem, we can make a positive difference in a child's life, the community, and the world.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

MOY disaggregated by grade, subj., & stud. grp.
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

In Academic Achievement, 6 out of 7 student groups met their %Meets target for Math.
In looking at STAAR growth, 4 out of 5 student groups met their target for reading, and 6 out of 6 groups met their target for Math.

Student Achievement Weaknesses

In academic achievement, only 3 out of 7 student groups met the reading target.

With TELPAS and students' English language proficiency, only 29% of students met the target of Advanced High or 1 year of progress, so this target was not met.

With student success, only 6 out of the 9 targets were met.

Primary student ISIP data, in particular for our African American, Hispanic, and Economically Disadvantaged students fell significantly below the scorecard goal, with 44%, 28%, and 27% respectively.

Only 46% of Kindergarten students were considered Kindergarten Ready according to TX-KEA.

Student Achievement Needs

We need to:

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- focus on specific groups of students, namely our LEP, Hispanic, and Special Education student groups.
- focus on our Pre-Kindergarten students to help support them to be ready for Kindergarten.
- focus on the progress and success of our younger learners with their primary reading.
- increase our student achievement overall, to move from a C to an A accountability rating.
- support our students in making at least one year's growth
- ensure that specific student groups are reaching their targets, in particular, our ELLs in Math and Reading

Student Achievement Summary

We need to pay attention to the systems and structures we have set up to support our community of learners, so they can meet their targets and improve their academic achievement.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

83% of staff believe there is an atmosphere of mutual trust and respect.
96% believe that overall, Dawson is a good place to work and learn.

90% of staff participate with colleagues to analyze student performance data.
88% of teachers feel they have an appropriate level of influence over decision-making at Dawson.
94% of teachers are satisfied with the amount of autonomy and control they have over their classroom at Dawson.
94% of teachers feel they are relied upon to make decisions about educational issues.

94% of students say they feel safe at Dawson.

School Culture and Climate Weaknesses

TELL Survey data regarding principal leadership:
71% of teachers at this school trust the principal to make sound professional decisions about instruction.
75% provided favorable responses in regard to Principal Leadership.
66% of staff believe that the faculty and leadership have a shared vision.

58% of teachers feel they discuss their professional development needs and goals.
65% of staff participate with a group of their colleagues to set learning goals for groups of students.
68% of staff discuss assessment data for individual students.
77% of staff participate with a group of colleagues to plan lessons and units together.

School Culture and Climate Needs

We need to focus on the needs of our staff.
Principal leadership needs to increase transparency and make connections between decisions/actions, and how they connect to the shared vision, instruction, and support of students.

Comprehensive Needs Assessment

School Culture and Climate Summary

We need to support our teachers, increasing trust and respect. We need to align and work collaboratively together to support our students, and principal leadership should organize clear actions to demonstrate that alignment.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Staff (TELL) Survey results

Curriculum, Instruction and Assessment Strengths

Reviewing our TELL Survey data from the 2019-2020 school year, staff on the campus feel:

89% Teachers are recognized as educational experts.

97% Teachers are trusted to make sound professional decisions about instruction.

100% Teachers have the autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).

87% of teachers share instructional strategies often.

90% of teachers feel they participate with groups of colleagues to analyze student performance data and discuss ways to meet objectives for specific students.

Curriculum, Instruction and Assessment Weaknesses

According to the TELL Survey data from 2019-2020,

Only 71% of the teachers at this school trust the principal to make sound professional decisions about instruction.

Only 74% are satisfied with opportunities for collaboration with other teachers.

Only 77% feel they participate with colleagues in creating common assessments and planning lessons and units.

52% of staff feel they frequently group students across classes based on student need.

68% of staff feel they often discuss assessment data for individual students.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

We need to set expectations for our professional learning community time, providing opportunities for teachers to collaborate in creating lessons and assessments. Teachers need time to study the assessment data for their students and determine how their students' performance will inform their instruction.

Curriculum, Instruction and Assessment Summary

The principal and staff need to align their understanding of best practices with instruction. Staff need the time for collaboration to analyze student data and change instruction to best meet the needs of the students.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results
Focus Groups/Interviews

Family and Community Involvement Strengths

Dawson offers monthly activities and opportunities for parents to be engaged with the school community. Each year, we see an increase in the number of families participating in the PTA. We send out communication weekly to families about what is happening on the campus and how families can engage at the school and teacher level.

Family and Community Involvement Weaknesses

All stakeholder groups are not represented in all CAC, PTA, and family engagement opportunities on the campus. Academic family engagement activities are not as well attended as community building events and activities. Families would like to see more enrichment opportunities for their children, as well as after school care.

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

Lack of technology or technology use issues have created a gap in family and community engagement within the school community.

Family and Community Involvement Needs

We need to engage all stakeholder groups within the community.

We need to provide the space for all stakeholder groups to feel welcome and safe.

We need to increase the number of families who participate in academic activities and events on campus.

Family and Community Involvement Summary

Keeping on minds on equity, we need to ensure that all stakeholder groups in the Dawson community engage with the school. In order to do that, we need to make sure that families and communities members feel safe and welcome within the learning community. We need to develop strategies and activities to increase the number of families who participate in our academic activities, not just our community building events.

School Context and Organization

School Context and Organization Data Sources

% teacher turnover

% unfilled sub vacancies

2017 Educational Suitability Assessment score

2017 Facility Condition Assessment score

CAPR results for administrators

District Family Survey results

longitudinal actual/projected campus enrollment

longitudinal building utilization

longitudinal in/out transfers

PPFT results for teachers

SEL Implementation Survey results

Staff (TELL) Survey results

Comprehensive Needs Assessment

School Context and Organization Data Sources (Continued)

Student Survey results

School Context and Organization Strengths

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School Context and Organization Weaknesses

TELL Survey data regarding principal leadership:

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75% provided favorable responses in regard to Principal Leadership.

66% of staff believe that the faculty and leadership have a shared vision.

58% of teachers feel they discuss their professional development needs and goals.

65% of staff participate with a group of their colleagues to set learning goals for groups of students.

68% of staff discuss assessment data for individual students.

77% of staff participate with a group of colleagues to plan lessons and units together.

School Context and Organization Needs

Increase the trust and respect between staff and principal.

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

Develop and reconnect with a shared vision between faculty and leadership.

Plan lessons and analyze data with colleagues on a regular, consistent basis.

School Context and Organization Summary

Improvement needs to be made in the area of Principal Leadership.

Dawson Elementary School

Goal 1. (Strong School Leadership and Planning) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Present student data to staff (Target Group: All) (Strategic Priorities: 2,4)	Principal	First week of school	(L)Campus BTO - \$0	Criteria: created presentation, minutes from meeting 10/07/20 - Completed
2. Review STAAR achievement domains with staff (Target Group: All,H,AA,ECD,LEP,SPED) (Strategic Priorities: 2)	Principal	First week of school		Criteria: staff feedback regarding understanding of the STAAR achievement domains 10/07/20 - Completed
3. Close review of Closing the Gaps domain data with staff (Target Group: All,H,AA,ECD,LEP,SPED) (Strategic Priorities: 2)	Principal	First week of school		Criteria: staff feedback demonstrates understanding of the Closing the Gaps domain, and teachers can identify areas of focus 10/07/20 - Completed
4. Discuss goal for % Meets, and connect to each accountability group for reading and math (Target Group: All) (Strategic Priorities: 2)	Principal	First two weeks of school		Criteria: Staff exit tickets reflect understanding of campus goal for % Meets 10/07/20 - Some Progress
5. Study data (STAAR, ISIP, DRA) with grade level teams to determine content area specific focus for studying student progress (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal, Reading Interventionist	First two weeks of school		Criteria: Minutes from meetings with grade level teams 10/07/20 - Completed
6. Study data (STAAR, ISIP, DRA) with grade level teams to determine specific student group focus for studying student progress (Target Group: All,H,W,AA,ECD,ESL,LEP,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2)	Assistant Principal, Principal, Reading Interventionist	First two weeks of school		Criteria: Minutes from meetings with grade level teams 10/07/20 - Some Progress
7. Determine what specific student progress information should be tracked (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal, Reading Interventionist	First two weeks of school		Criteria: Tracking form created with categories of student progress information

Dawson Elementary School

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Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				10/07/20 - Completed
8. Create student progress tracking form (Target Group: All) (Strategic Priorities: 2)	Reading Interventionist	First two weeks of school		Criteria: Created form 10/07/20 - On Track
9. Assess students according to created assessment calendar (Target Group: All) (Strategic Priorities: 2)	Teachers	Ongoing throughout the sc		Criteria: Student assessments from dates according to calendar 10/07/20 - On Track
10. Complete student progress form. (Target Group: All) (Strategic Priorities: 2)	Teachers	Ongoing throughout the sc		Criteria: Completed tracking form. 10/07/20 - Significant Progress
11. Meet to review student data. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Principal, Reading Interventionist	Weekly		Criteria: Minutes from meeting 10/07/20 - Some Progress 10/07/20 - No Progress
12. Plan next steps. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal, Reading Interventionist	Ongoing throughout the SY		Criteria: Shared Google form from meeting which outlines responsibilities of next steps for instructional team members 10/07/20 - Some Progress
13. Repeat process of assessing students, completing progress form, reviewing data, planning/implementing next steps (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal, Reading Interventionist	Ongoing throughout the SY		Criteria: Shared Google form from meeting which outlines responsibilities of next steps for instructional team members 10/07/20 - Some Progress

Dawson Elementary School

Goal 2. (Positive School Culture) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During beginning of year professional learning, the entire staff will collaborate to revise Dawson's vision and mission. (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team, Teachers	August 2020	(L)Campus BTO - \$0	Criteria: Completed vision and mission. 12/17/20 - Completed

Dawson Elementary School

Goal 2. (Positive School Culture) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Revise campus Culture & Climate Policy to better support the Dawson learning community. (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Campus Committees, Team Leaders	January 2021		Criteria: Decreased discipline referrals. 12/17/20 - On Track

Dawson Elementary School

Goal 2. (Positive School Culture) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student Support Team will meet weekly or biweekly to address student needs on campus. Teachers and staff will email "Student Support Team" group and student needs will be placed on a google spreadsheet to monitor supports provided. (Target Group: All) (Strategic Priorities: 4)	Student Support Committee	All year		Criteria: Google Spreadsheet with dates of actions taken, support provided 12/17/20 - On Track

Dawson Elementary School

Goal 2. (Positive School Culture) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4. (ESF Essential Action 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will plan and implement monthly family engagement activities. (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Teachers	Monthly all year		Criteria: Calendar of monthly events Photos of families enjoying the events. 12/17/20 - On Track

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Goal 2. (Positive School Culture) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 5. (Culturally Responsive Restorative Practices (CRRP)) Research indicates that exclusionary discipline practices disproportionately affect students of color and increase the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system. CRRP is intended to counteract these trends by providing schools with resources and a framework to cultivate a positive, affirming school climate for all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add "Restore relationships" as a school-wide expectations, and model/teach how to accomplish that when a challenge occurs. (Target Group: All) (Strategic Priorities: 2,4)	Administrative Team, Teachers	All year		Criteria: Decrease in discipline referrals. Increase in positive behaviors. 12/17/20 - On Track

Dawson Elementary School

Goal 3. (High Quality Curriculum) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set expectations for grade level extended planning time; Expectations are: grade levels will study TEKS, create assessments that align with TEKS, study evidence of learning, create plans for instruction to meet the needs of the students based on the evidence of learning (Target Group: All) (Strategic Priorities: 2,4)	Instructional Specialists/Coaches, Principal	September		Criteria: Grade level meeting minutes, lesson plans reflect re-teach based on evidence of learning 10/07/20 - Some Progress
2. Meet in grade level teams to align assessments with TEKS. (Target Group: All) (Strategic Priorities: 2,4)	Instructional Specialists/Coaches, Principal	All year		Criteria: Assessments aligned with TEKS 12/17/20 - Some Progress
3. Study student evidence of learning from common assessments to determine level of student understanding. Review scope and sequence to determine changes needed based on the evidence of learning. (Target Group: All) (Strategic Priorities: 2,4)	Instructional Specialists/Coaches, Principal, Teachers	All school year		Criteria: Revised scope and sequence 12/17/20 - Some Progress
4. Teachers will administer 9 weeks' assessments and STAAR released assessments in order to study student evidence of learning. (Target Group: All) (Strategic Priorities: 2,4)	Teachers	All school year		Criteria: Completed assessments, data analysis from assessments 12/17/20 - Some Progress
5. Primary teachers will study data from primary assessment and utilize interventions from CLI-Engage platform. (Target Group: All) (Strategic Priorities: 2,4)	Teachers	All school year		Criteria: data analysis from primary assessments, interventions from CLI Engage platform noted in lesson plans 12/17/20 - Some Progress

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Goal 4. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff will participate in professional learning that brings the historically underserved populations on our campus to the forefront. Staff will develop questions to add to their lesson plans and PLC process so we are constantly aware of these students on our campus. (Target Group: H,AA,ECD,AtRisk) (Strategic Priorities: 2,4)	Assistant Principal, Principal, Teachers	All year		Criteria: Professional learning agendas reflect professional learning about historically underserved Lesson plans have the determined questions answered. 12/17/20 - Some Progress
2. Each month our CLI Ambassador will share a new CLI strategy with teachers. Teachers will attempt the strategy in their classrooms each month. (Target Group: All) (Strategic Priorities: 2,4)	CLI Team, Teachers	All year		Criteria: Campus PD agendas show CLI strategy as an item each month. Lesson plans reflect CLI strategy. Walkthrough observations provide evidence of strategies used in the classroom. 12/17/20 - Some Progress
3. Special education teachers meet with the general education teachers every other week to review students' progress toward their IEP goals. (Target Group: SPED) (Strategic Priorities: 2,4)	Special Education Staff, Teachers	All year		Criteria: Meeting minutes from the meetings between teachers. 12/17/20 - On Track
4. All students will be able to participate in at least one problem-based learning activity during the school year. (Target Group: All) (Strategic Priorities: 2,4)	Teachers	All year		Criteria: Presentation of solutions to the problem-based activity. 12/17/20 - No Progress
5. Classroom teachers will provide sentence stems during content area instruction to our students learning English. (Target Group: ESL,LEP) (Strategic Priorities: 2,4)	Teachers	All year		Criteria: Students are speaking and writing using the vocabulary learned. Evidence of sentence stems in lesson plans, during classroom observations. 12/17/20 - On Track
6. All classrooms will begin their school day with a Morning Meeting, utilizing SEL	Teachers	All year		Criteria: Walkthrough feedback will demonstrate that Morning

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Goal 4. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
strategies to support the emotional well-being of our students. (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.2)				Meetings are occurring in classrooms. 12/17/20 - On Track
7. Share list of Gifted/Talented students with teachers. (Target Group: GT) (Strategic Priorities: 2,3)	Counselor	First six weeks		Criteria: Email to teachers, Google drive shared with teachers, List in teacher classrooms 10/07/20 - Completed
8. Determine how students can be grouped in clusters for advanced-level activities. (Target Group: GT) (Strategic Priorities: 2,3)	Counselor, Teachers	First six weeks		Criteria: Google doc or other page with students grouped by subject, grade, etc. 10/07/20 - On Track
9. Determine who will provide/facilitate the advanced-level activities/instruction. (Target Group: GT)	Counselor, Teachers	First six weeks		Criteria: Minutes from teacher meeting 10/07/20 - On Track
10. Create schedule for GT advanced-level activities. (Target Group: GT)	Counselor, Teachers	First six weeks		Criteria: Created schedule shared with teachers 10/07/20 - No Progress
11. Develop/find advanced level activities for student clusters. (Target Group: GT)	Teachers	First six weeks		Criteria: Created plan of activities 10/07/20 - No Progress
12. Implement schedule and advanced-level activities. (Target Group: GT)	Teachers	Throughout school year		Criteria: Observations, student products 10/07/20 - No Progress
13. Special Education committee will redefine expectations for scheduling ARDs, paying particular attention to compliance timelines (Target Group: SPED)	Principal	First 9 weeks		Criteria: written expectations 12/17/20 - Completed 10/07/20 - On Track
14. Special Education committee will redefine expectations for parent participation and	Principal, Special Education Staff	On-going throughout the SY		Criteria: attempts in communication log with results

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Goal 4. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attempts at parent contact before the ARD. (Target Group: SPED)				10/07/20 - Some Progress
15. 504 committee will redefine expectations for scheduling 504 meetings, paying particular attention to compliance timelines (Target Group: 504)	Administration, Special Education Staff	First 9 weeks		Criteria: list of expectations 10/07/20 - Some Progress
16. 504 coordinator will report to the Student Support team monthly regarding compliance timelines. (Target Group: 504)	Special Education Staff	On-going throughout the s		Criteria: monthly agenda/minutes from Student Support Team meetings 10/07/20 - On Track

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Goal 4. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with grade level teams to discuss the importance of data (or evidence of learning) in planning for instruction and intervention. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Principal	First three weeks of scho		Criteria: Minutes from meeting, feedback from grade level teams 10/07/20 - Completed
2. With teams, determine what types of data will be collected to inform instruction. (Target Group: All) (Strategic Priorities: 2,4)	Principal	First three weeks of scho		Criteria: Minutes from meeting, list of types of data, feedback from grade level teams 12/17/20 - Completed
3. Create plan for gathering and reviewing data, setting goals for student achievement. (Target Group: All) (Strategic Priorities: 2,4)	Instructional Specialists/Coaches, Principal, Teachers	First six weeks of school		Criteria: Draft of plan 12/17/20 - Completed 12/17/20 - Pending
4. Administration will meet weekly with grade level teams to review data and plan. (Target Group: All) (Strategic Priorities: 1,2,4)	Instructional Specialists/Coaches, Principal, Teachers	Starting the fourth week		Criteria: Minutes from meetings 12/17/20 - Some Progress
5. Meet with principals from similar campuses with higher student achievement to discuss their systems for monitoring data. (Target Group: All) (Strategic Priorities: 1,4)	Principal	Fall semester		Criteria: Invitations to meetings, minutes from meetings 10/07/20 - No Progress
6. Share other campus systems with our teams to compare and determine if we need to tweak our systems (Target Group: All) (Strategic Priorities: 1,4)	Principal	Fall semester		Criteria: Minutes from meetings where we have shared the information, updated systems 10/07/20 - Some Progress
7. Read Leverage Leadership 2.0 and invite instructional leadership team and any other principals who want to join (Target Group: All) (Strategic Priorities: 1,4)	Principal	Beginning in October and		Criteria: Invitations to the book study 10/07/20 - On Track
8. Meet monthly in Leverage Leadership 2.0 book study meeting to discuss ideas (Target Group: All) (Strategic Priorities: 1,4)	Principal	Monthly during the school		Criteria: Minutes from book study meetings 10/07/20 - Some Progress

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Goal 4. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create shared document for Rtl tracking of student progress. (Target Group: All) (Strategic Priorities: 2,4)	Administrators, CST Chair	September		Criteria: Created Google document 12/17/20 - Completed
2. Monthly monitoring of data input into tracking Google document (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Teachers	Monthly		Criteria: New data input into the Google document 12/17/20 - On Track

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Goal 5. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Energy, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. (Water) Water

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct a water audit. Review results and plan next steps. (Target Group: All)	Administration	School year 2020-2021		Criteria: Audit findings, results 12/17/20 - No Progress
2. Request district look for water leaks. (Target Group: All)	Administration, District Departments	Fall 2020		Criteria: work order request 12/17/20 - Completed
3. Train students on efficient washing of hands. (Target Group: All)	Teachers	Fall 2020		Criteria: monthly water use report 12/17/20 - Completed
4. Provide training to custodians on ways to conserve water (Target Group: All)	District Departments	Fall 2020		Criteria: agenda from training 12/17/20 - Some Progress
5. Provide training to cafeteria staff on ways to conserve water. (Target Group: All)	District Departments	Fall 2020		Criteria: agenda from training 12/17/20 - Some Progress
6. Attend an upcoming AISD Environmental Stewardship Advisory Committee meeting to learn about the latest sustainability updates and connect with community partners that can help. (Target Group: All)	Green Committee	Fall 2020		Criteria: minutes and information from meeting 12/17/20 - Some Progress
7. Schedule meeting with district representative to discuss ways to conserve water on campus. (Target Group: All)	Administration	Fall 2020		Criteria: minutes from meeting 12/17/20 - Completed
8. Establish a campus Green Team. (Target Group: All)	Administration, Teachers	Fall 2020		Criteria: Meeting dates and minutes 12/17/20 - Completed

Dawson Elementary School

Goal 6. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Designate campus webmaster and social media team. (Target Group: All) (Strategic Priorities: 1,2,4)	Administration, Parent Support Specialist, Teachers	All year		Criteria: weekly screenshots of website to show changing information 12/17/20 - Significant Progress
2. Plan/share activities for families at least a month in advance (Target Group: All) (Strategic Priorities: 1,2,4)	Administration, Parent Support Specialist	All year		Criteria: PhoneMessenger calls, Social Media posts, website, updated yearly calendar, meeting minutes, announcements on BLEND and Seesaw 12/17/20 - On Track
3. Create expectations for sharing information about activities (Target Group: All) (Strategic Priorities: 1,2,4)	Administration, Teachers	September 2020		Criteria: Class Dojo, Seesaw, Remind, BLEND posts 12/17/20 - Completed

Dawson Elementary School

Goal 6. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 2. (Targeted Utilization Plans) Targeted Utilization Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the visibility/positive press of the school and its offerings. (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team, CAC Members, Campus Leadership Team, Committee	All year		Criteria: Positive press Social media presence 12/17/20 - Significant Progress
2. Strengthen/increase program offerings at Dawson. (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team, Committee	All year		Criteria: List of program offerings is greater than previous years Student/family survey 12/17/20 - Some Progress
3. Develop and receive Board approval for the implementation for a full year redesign through the TEA Additional Day School Year grant. (Target Group: All) (Strategic Priorities: 1,2,4)	Administrative Team, Committee	January 2021		Criteria: Board of Trustees approval 12/17/20 - Significant Progress

Dawson Elementary School

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Wellness Champ will share district wellness challenges for staff at monthly staff meetings. (Target Group: All) (Strategic Priorities: 1)	Wellness Committee	Monthly all year		Criteria: meeting agenda and minutes 12/17/20 - No Progress
2. PE teacher will share campus wellness activities for students and families at monthly staff meetings and share to the community through school newsletter and social media. (Target Group: All) (Strategic Priorities: 1,2,4)	PE Coach	Monthly all year		Criteria: meeting agenda and minutes 12/17/20 - On Track
3. Administration will provide incentives for staff to participate in wellness challenges. (Target Group: All) (Strategic Priorities: 1)	Administration	All year		Criteria: photos of staff recipients of incentives 12/17/20 - No Progress

Dawson Elementary School

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (Nutrition) Nutrition

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student birthday celebrations will be held only once a month. (Target Group: All) (Strategic Priorities: 4)	Teachers	Monthly all year		Criteria: Students/families are not bringing in FMNV to school. Celebrations are only observed once a month. 12/17/20 - On Track
2. Fundraisers for school will not involve FMNVs. (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Teachers	All year		12/17/20 - On Track

Dawson Elementary School

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 3. (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide time for staff to bond and collaborate in all staff meetings and professional learning sessions. (Target Group: All) (Strategic Priorities: 1,4)	Administrative Team, SEL Campus Coordinator, SEL Committee	All year		Criteria: meeting minutes staff survey 12/17/20 - On Track
2. Book study of Circles book. (Target Group: All) (Strategic Priorities: 1)	SEL Campus Coordinator, SEL Committee	All year		Criteria: Evidence of Circle activities in classrooms 12/17/20 - Some Progress

Dawson Elementary School

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 4. (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CLI Campus Ambassador will share a monthly CLI strategy with staff. (Target Group: All) (Strategic Priorities: 1,2,4)	CLI Team	Monthly all year		Criteria: meeting minutes observation of strategies utilized in the classroom 12/17/20 - Some Progress

Dawson Elementary School

Goal 8. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Book study of Circle Forward. (Target Group: All) (Strategic Priorities: 1)	SEL Campus Coordinator	all school year		Criteria: TELL Survey data 12/17/20 - Some Progress
2. Utilize break out rooms during weekly staff meetings to provide opportunities for staff to connect. (Target Group: All) (Strategic Priorities: 1)	Administrators	all year		Criteria: Staff meeting agendas note the breakout rooms 12/17/20 - On Track
3. Collaborate with NME facilitators to provide mindfulness and healing activities with staff. (Target Group: All) (Strategic Priorities: 1)	Administrative Team, SEL Committee	all year		Criteria: TELL survey data Observations of classroom mindfulness 12/17/20 - On Track

SY 20-21 CIP Developers List

Name	Position
Evans, Courtney	Assistant Principal
Dennis, Heidi	Teacher
Jedele, Tania	Principal
Crawford, Amelia	Teacher
Harwell, Tiffany	Reading Interventionist
Murrmann, Sarah	Counselor
Carroll, Dixie	Teacher
Morgan, Marcy	Teacher
Torres, Celia	Classified Staff
Radgef, Tara	Parent
Wildman, Tali	Parent
Foster, Linzy	Community Member
Kimber, Eliot	Business Member
Cruz, Nancy	Parent
Flowers, Nicole	Parent
Flowers, Jeff	Parent
Sheller, Rebecca	Business Representative
Guerra, Isela	Parent