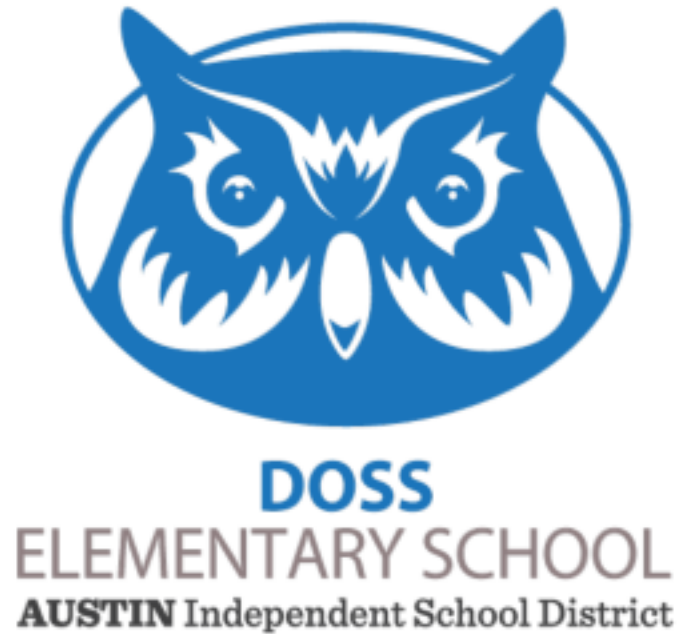


Doss Elementary School

Campus Improvement Plan

2020/2021

Where learning take flight!



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Date Reviewed:

DMAC Solutions ®

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Campus Mission

The mission of Leona Doss Elementary School is to provide inclusive, engaging, and authentic experiences and opportunities for all students in order for them to flourish academically, emotionally, and socially in a collaborative environment that honors our diverse learners.

Campus Vision

Collaborating a kind, culturally diverse, child centered community in order to build a resilient child for success.

Campus Motto

Where learning take flight!

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

Demographics

Demographics Data Sources

<https://txschools.gov/>

Demographics Strengths

Doss remains as a culturally diverse school which continues to enhance all of our student's learning experiences.

Demographics Weaknesses

During the 2019-2020 school year, Doss decreased the number of students receiving free or reduced meals. This was partially due to a lower number of qualifying families filling out the required paperwork.

Demographics Needs

We need to revise our systems for communicating with families who would qualify for free or reduced meals.

Demographics Summary

Continue to have a coordinated effort for front office staff to communicate with qualifying families to complete the required forms. Doing so would mean additional funding for our school.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Doss	919	882	882	835	826	819
Amer Indian/Alaskan	0	0	0	0	0	0
Asian	11.75	9.95	9.75	10.18	10.77	12.58
Black/African American	2.07	2.6	2.04	2.75	2.54	2.44
Hispanic/Latino	15.56	14.03	15.99	14.13	17.68	17.83
White	67.03	71.14	67.57	68.74	64.16	61.05
Hawaiian/Pacific Island	0.11	0.11	0.34	0.36	0.12	0.12
Two or more	3.48	3.17	4.31	3.83	4.72	5.98
Total	100%	100%	100%	100%	100%	100%

ESL	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Doss	136	132	117	124	139	138
Amer Indian/Alaskan	0	0	0	0	0	0
Asian	7.94	6.22	5.33	5.87	7.14	8.06
Black/African American	0.33	1.36	0.34	0.12	0.12	0
Hispanic/Latino	3.92	3.05	3.74	2.87	4.12	4.15
White	2.18	3.96	3.29	5.63	5.21	4.03
Hawaiian/Pacific Island	0	0	0	0	0	0
Two or more	0.44	0.34	0.57	0.36	0.24	0.61
Total	14.8	14.93	13.27	14.85	16.83	16.85

Economic Disadvantage	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Doss	119	144	128	126	142	132
Amer Indian/Alaskan	0	0	0	0	0	0
Asian	3.05	4.07	2.61	2.87	3.27	3.3
Black/African American	0.54	1.7	0.79	1.32	1.09	1.59
Hispanic/Latino	4.79	4.41	4.76	3.83	6.3	6.11
White	3.92	5.43	5.67	6.23	5.81	4.64
Hawaiian/Pacific Island	0	0.11	0.11	0.12	0	0
Two or more	0.65	0.57	0.57	0.48	0.73	0.49
Total	12.95	16.29	14.51	14.85	17.19	16.12

At Risk	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Doss	224	247	204	195	209	209
Amer Indian/Alaskan	0	0	0	0	0	0
Asian	8.05	6.67	5.67	6.11	7.26	8.3
Black/African American	0.76	1.36	0.57	0.6	0.97	0.61
Hispanic/Latino	6.09	6.33	6.8	5.15	6.54	6.72
White	8.6	12.78	9.07	10.9	9.81	8.67
Hawaiian/Pacific Island	0	0	0	0	0	0
Two or more	0.87	0.79	1.02	0.6	0.73	1.22
Total	24.37	27.94	23.13	23.55	25.3	25.52

Special Education	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Doss	32	43	39	51	67	70
Amer Indian/Alaskan	0	0	0	0	0	0
Asian	0	0.23	0.11	0.36	0.36	0.61
Black/African American	0.11	0.34	0.23	0.6	0.61	0.73
Hispanic/Latino	0.98	1.13	1.81	2.04	2.78	2.32
White	2.39	3.17	2.27	3.11	3.87	4.27
Hawaiian/Pacific Island	0	0	0	0	0	0
Two or more	0	0	0	0	0.48	0.61
Total	3.48	4.86	4.42	6.11	8.11	8.55

Gifted & Talented	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Doss	52	51	52	53	38	66
Amer Indian/Alaskan	0	0	0	0	0	0
Asian	0.87	0.79	0.68	0.72	0.12	0.73
Black/African American	0.11	0.11	0.23	0.36	0.24	0.24
Hispanic/Latino	0.33	0.34	0.79	0.96	0.48	0.85
White	4.13	4.3	4.08	4.19	3.27	5.25
Hawaiian/Pacific Island	0	0	0	0	0	0
Two or more	0.22	0.23	0.11	0.12	0.48	0.98
Total	5.66	5.77	5.9	6.35	4.6	8.06

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.

Student Achievement Strengths

During the 2019 school year, Doss improved from an overall TEA rating of a 89 in 2018 to a 95 in 2019. We were recognized as an "A" school and also achieved distinctions in Academic Achievement in English/Language Arts, Top 25 Percent: Comparative Closing the Gaps (CTG), and Postsecondary Readiness.

Student Achievement Weaknesses

While we did receive an "A" for Closing the Achievement Gap, there is still work to do to continuing to close that gap.

Student Achievement Needs

In the spring of 2019, Doss staff devised a need to provide systematic interventions within the classroom to support students needing additional supports and enrichment. Part of the purpose was to close this achievement gap.

Student Achievement Summary

Doss Elementary is taking actionable steps to ensure all students are making progress and closing the achievement gap.

2020-21 Campus and Targeted Improvement Plan Checklist: Doss (154)

Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes	
2019 State Accountability Ratings							
State Overall Scaled Score	TEA	89	95	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 1: Academic Achievement Scaled Score	TEA	93	93	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	77	90	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	82	85	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	78	100	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19	
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	42	50	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
ISIP EOY % on or above grade level – African American	iStation	75	71	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2	
ISIP EOY % on or above grade level – Hispanic	iStation	64	64	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	37	55	No Data		GPM 1.4	
3 rd grade Reading % Meets Grade Lvl	All Students	STAAR	75	82	No Data	82	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	*	60	No Data	62	
	Hispanic	STAAR	69	83	No Data	83	
	White	STAAR	81	83	No Data	83	
	Asian	STAAR	58	83	No Data	83	
	Two or More Races	STAAR	67	100	No Data	99	
	Special Education	STAAR	50	58	No Data	60	
	Economically Disadvantaged	STAAR	29	54	No Data	56	
	English Learners	STAAR	41	60	No Data	62	
3 rd grade Math % Meets Grade Lvl	All Students	STAAR	78	84	No Data	84	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	*	60	No Data	62	
	Hispanic	STAAR	63	74	No Data	75	
	White	STAAR	83	88	No Data	88	
	Asian	STAAR	79	100	No Data	99	
	Two or More Races	STAAR	67	86	No Data	86	
	Special Education	STAAR	60	58	No Data	60	
	Economically Disadvantaged	STAAR	57	58	No Data	60	
	English Learners	STAAR	59	74	No Data	75	
Domain 3 Reading Academic Achievement targets missed	STAAR	Asian	none	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and	
Domain 3 Math Academic Achievement targets missed	STAAR	Asian	none	No Data	none		

2020-21 Campus and Targeted Improvement Plan Checklist: Doss (154)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Growth targets missed	STAAR	ECD	none	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Math Growth targets missed	STAAR	Hisp, White, ECD	none	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	73	43	No Data	>36	Required if < 36
2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.						
Campus SEL implementation survey score	SEL Survey	57	42	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	12.5	11.8	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	7.8	8.1	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	90	92	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	5	3	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	NA	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Out of Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

2020-21 Campus and Targeted Improvement Plan Checklist: Doss (154)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	87	77	90
Principal Leadership (% favorable responses)*	TELL	91	83	96
There is an atmosphere of mutual trust and respect.	TELL	92	82	97
The faculty and leadership have a shared vision.	TELL	93	78	93
Overall, my school is a good place to work and learn.	TELL	98	100	100
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	94
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	88
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	80
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	78
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	70
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	91
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	98
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	93
I feel safe at my school.	Student Climate Survey	91	90	92
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	85	87	90
Managing Student Conduct subscale (% favorable responses)*	TELL	96	94	97
Students at this school follow rules of conduct.	TELL	94	97	98
Attendance rate (all students, grades 1-12)	PEIMS	96.7%	96.8%	As of 3/12/20: 96.8%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =0%, Cardio =7%, Curl Ups =1%, Push Ups =1%, Sit & Reach =2%, Trunk Lift =1%	BMI =4%, Cardio =-3%, Curl Ups =3%, Push Ups =0%, Sit & Reach =3%, Trunk Lift =1%	No Data

*Subscale items have changed since 2018-19.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results

School Culture and Climate Strengths

Doss continues to have an extremely positive and collaborative climate. From 2018-2019, Doss improved, most notably, in the following areas:

- + 8% higher in General School Climate compared to an average of all other elementary schools
- Improvements in all areas of principal leadership (several 10% or higher from 2018-2019).

School Culture and Climate Weaknesses

The main area where Doss scores lower in the TELL staff survey is in Teacher Data use. This section scored among the lowest from throughout the survey (Doss Elementary 77%, Average of all Elementary 76%).

School Culture and Climate Needs

There is a need to develop systematic approaches to data collection (frequency), disseminating data, and using it to inform instruction.

School Culture and Climate Summary

Doss will continue to explore the PLC model to support teachers in this specific area of the TELL Staff Climate Survey.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources

% teacher turnover

Staff Quality, Recruitment and Retention Strengths

Doss continues to maintain excellent teachers and recruit new staff to our rigorous learning environment.

Staff Quality, Recruitment and Retention Weaknesses

Over the coming years, Doss may experience several veteran teachers retiring.

Staff Quality, Recruitment and Retention Needs

Recruit high quality teachers that show grit, are able to learn at a high level, and can fill the shoes of veteran teachers who may be retiring.

Staff Quality, Recruitment and Retention Summary

Doss continues to be a place where teachers stay for many years. While we may have several veteran teacher retiring we are still recruiting excellent ones to take their place.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Doss utilizes up to date and effective curriculum and instruction tools for our students to meet their individual needs.

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

Due to the online nature of teaching and learning during the 2020-2021 school year, Doss will need additional online curriculum/instruction and assessment tools to continue to teach and learn at high levels.

Curriculum, Instruction and Assessment Needs

Purchase additional online curriculum for online learning.

Curriculum, Instruction and Assessment Summary

Doss will utilize campus and PTA funds to purchase new and engaging online curriculum/instruction and assessment tools.

Family and Community Involvement

Family and Community Involvement Strengths

Doss is a model campus for collaborating with our families and community.

Family and Community Involvement Weaknesses

Continuing to engage parents and community while in restrictions of COVID-19.

Family and Community Involvement Needs

New ways of engaging parents virtually.

Family and Community Involvement Summary

Comprehensive Needs Assessment

We will seek online supports to engage parents virtually.

School Context and Organization

School Context and Organization Strengths

Doss continues to run as a smooth running organization.

School Context and Organization Weaknesses

See previous sections

School Context and Organization Needs

See previous sections

School Context and Organization Summary

We will continue to run as an efficient and high performing organization through COVID-19.

Technology

Technology Strengths

In previous years, Doss utilized our computer lab and numerous laptop carts to support virtual learning in some grade levels. Many teachers also utilized Blend for their online learning platforms.

Comprehensive Needs Assessment

Technology Weaknesses

Several grade levels were not sufficiently set up in Blend towards the end of the 2019-2020 school year. This left a great deal of non-uniformity throughout the school.

Technology Needs

Work with teams to learn best practices in Blend and support/teach alignment. Give clear direction.

Technology Summary

While Doss had many strengths with technology, we lacked alignment and an understanding of how to use Blend as a campus. We will have plans to move forward together and learn as a high performing organization..

Doss Elementary School

- Goal 1.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.
- Objective 1.** (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teams will collaborate bi-monthly to share high leverage ideas of what is working in the virtual setting (Blend/Seesaw) and with implementing and growing a Blended learning philosophy in all studios. (Target Group: H,W,AA,ECD,ESL,LEP,SPED,GT,M,F,AtRisk,Dys,504,PRES,K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1)	Administrative Team, Teachers	Bi-Monthly	(O)Other	<p>Criteria: 2020-2021 Staff Climate survey under Teacher Leadership and specifically Teachers are recognized as educational experts. Goal will be to have $\geq 95\%$.</p> <p>The 2019-2020 TELL survey indicated a summative score of about 91% in My principal involves faculty in decisions that directly impact the operations of my school. The goal will be $\geq 92\%$</p> <p>06/07/21 - Completed (S) 05/04/21 - Completed 03/31/21 - On Track 03/01/21 - On Track 02/01/21 - On Track 11/17/20 - Significant Progress 09/17/20 - Pending</p>

Doss Elementary School

- Goal 1.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.
- Objective 2.** (Deliver professional development covering equity within school) Doss Elementary staff will engage in professional development surrounding equitable decision making within the school setting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Doss Elementary equity team will meet monthly to look at events for the month to ensure equity for students and families. The team will also use this time to search for and deliver professional development to the staff when available to do so. (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT,M,F,AtRisk,Dys,504,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1)	Principal, Teachers	Monthly		Criteria: Monthly equity team minutes and/or professional development notes/handouts. 06/07/21 - Completed (S) 05/04/21 - On Track 03/31/21 - On Track 03/01/21 - On Track 02/01/21 - On Track 11/17/20 - On Track

Doss Elementary School

Goal 2. (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. We will work to ensure we have 100% of students participating in remote virtual/campus based instruction throughout the 2020-2021 school year. Via use of the Forecast Five software, the principal will check the status monthly to indicate who is not participating and discuss with teachers to understand what they are or are not doing/completing. (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT,M,F,AtRisk,Dys,504,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Administrators, Teachers	Monthly		Criteria: Forecast Five district provided software. 06/07/21 - Completed (S) 05/04/21 - On Track 03/31/21 - On Track 03/01/21 - On Track 02/01/21 - On Track 11/17/20 - On Track

SY 20-21 CIP Developers List

Name	Position
Bartosh, Blake	Music Teacher
Pels, Caroline	2nd Grade Teacher
Miramontes, Eduardo	Community Representative
Olsen, Kelly	Kinder
Soong, Connie	1st Grade
Hillhouse, Missy	3rd Grade
Wolff, Tracey	4th Grade
Hughes, Jodi	5th Grade
Keenan, Kelly	SPED
Minford, Pat	Classified Staff
Stein, Noel	Pre-K
Holmes, Jenna	Professional Staff
Bufkin, Susan	PTA President, Parent
Hart, Amy	Vice President, Parent
Antoun Dorman, Nada	Secretary-Parent
Gordon, Robert	Parent
Lande, Hillary	Parent
Neuendorf, Scott	Parent
Aljaberi, Ahmed	Parent
Glaser, Bridget	Parent
Reddam, Marquette	Parent
Rutowski, Kevin	Parent
Dapper, John	Business Representative
Rosenberg, Joshua	Business Representative
Warnken, Debbie	District User