

Cowan Elementary School

Campus Improvement Plan

2020/2021



COWAN
ELEMENTARY SCHOOL
AUSTIN Independent School District

Travis Brunner
2817 Kentish Drive, Austin, TX 78748
(512) 841-2700
travis.brunner@austinisd.org

Date Reviewed:

Date Approved:

Campus Mission

It is our mission at Cowan Elementary to nurture and inspire children to achieve their personal best everyday.

Campus Vision

Cowan is an inclusive learning environment where children feel loved, supported, and are encouraged to be their best selves.

Campus Values

We believe that communication and involvement among school, parents, students, and community are essential to prepare students to be productive members of society.

We believe the learning community must set high expectations for students by providing engaging activities that develop higher order thinking skills.

We believe in developing life-long learners by establishing clear and high expectations based on current best practices for teaching learning.

We believe Cowan elementary is a positive, supportive, and safe environment that develops healthy risk-taking, responsibility, and respect.

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

Fitnessgram results - BOY to EOY growth
Graduation Rates disaggregated by stud. grp.
GT-CAMP ratings
<https://txschools.gov/>
MOY disaggregated by grade, subj., & stud. grp.
Short Cycle Assessments disaggregated by stud. grp.
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

- Implementation of MoY Data Analysis process during the 2019-2020 school year.
- Distinction designation in Science for performance on 2019 STAAR.
- Student performance on the 5th grade 2019 reading STAAR (98% - approaches, 83% - meets, 62% - masters).
- 10% increase in the percentage of ELLs that progressed 1+ proficiency level on the 2020 TELPAS compared to the 2019 TELPAS.
- 9% increase from the BoY to the MoY in students at or above grade level on the ISIP Reading.
- Use of RITS data to supplement campus practices for identifying and supporting at-risk students.
- A rating (90) on the Student Achievement component of the accountability ratings based on the 2018-2019 STAAR.

Student Achievement Weaknesses

- Did not meet targets for academic growth on the 2019 STAAR in math or reading for students receiving special education services and in math for hispanic students and students identified as economically disadvantaged.
- Decrease in the percentage of students performing at the meets (-8%) and masters (-5%) levels on the 2019 4th grade writing STAAR.

Student Achievement Needs

Comprehensive Needs Assessment

- Due to the cancellation of the 2020 STAAR test, there is incomplete data on the effectiveness of our MoY data analysis and the resulting actions and interventions. There is a continued need for developing our data analysis tools and practices and ensuring the effectiveness of the intervention provided on the basis on the data analysis.
- Continued work on the vertical alignment of our writing instruction across our campus.
- Professional learning on effective implementation of students' IEP's and effective accommodations for meeting the academic goals of students receiving special education services.
- Observation and feedback on instructional planning and instructional practices to ensure instruction is meeting the diverse academic, social, and emotional needs of all learners.

Student Achievement Summary

Due to the cancellation of the 2020 STAAR test and other EoY assessments there is a continued need to gather data on the effectiveness of practices implemented in the 2019-2020 school year to positively impact student achievement in the areas of need. The focus will be to continue implementing those practices and make adjustments as needed based on the available data.

2020-21 Campus and Targeted Improvement Plan Checklist: Cowan (183)

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	90	87	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	91	90	No Data	TBD	
State Domain 2, Part A: Student Growth Scaled Score		TEA	79	77	No Data	TBD	
State Domain 2, Part B: Relative Performance Scaled Score		TEA	81	80	No Data	TBD	
State Domain 3: Closing the Gaps Scaled Score		TEA	87	79	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	85	83	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	50	75	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	56	No Data		GPM 1.3
ISIP EOY % on or above grade level – ECD		iStation	49	55	No Data		GPM 1.4
3 rd grade Reading % Meets Grade Lvl	All Students	STAAR	55	53	No Data	55	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	33	*	No Data	N/A	
	Hispanic	STAAR	42	39	No Data	42	
	White	STAAR	67	64	No Data	65	
	Asian	STAAR	*	86	No Data	86	
	Two or More Races	STAAR	69	71	No Data	72	
	Special Education	STAAR	32	13	No Data	17	
	Economically Disadvantaged	STAAR	36	36	No Data	39	
	English Learners	STAAR	<1	44	No Data	46	
3 rd grade Math % Meets Grade Lvl	All Students	STAAR	62	61	No Data	62	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	50	*	No Data	N/A	
	Hispanic	STAAR	46	46	No Data	48	
	White	STAAR	75	77	No Data	78	
	Asian	STAAR	*	86	No Data	86	
	Two or More Races	STAAR	69	57	No Data	59	
	Special Education	STAAR	37	33	No Data	36	
	Economically Disadvantaged	STAAR	40	41	No Data	43	
	English Learners	STAAR	22	38	No Data	41	
Domain 3 Reading Academic Achievement targets missed		STAAR	none	none	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and
Domain 3 Math Academic Achievement targets missed		STAAR	none	EL	No Data	none	

2020-21 Campus and Targeted Improvement Plan Checklist: Cowan (183)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Growth targets missed	STAAR	none	SpEd	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Math Growth targets missed	STAAR	White	SpEd, ECD	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	74	44	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	70	77	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	6	4.5	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	6	7.6	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	84	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	0	0	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	Exemplary	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: Cowan (183)

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	89	98	98
Principal Leadership (% favorable responses)*	TELL	85	98	98
There is an atmosphere of mutual trust and respect.	TELL	97	94	97
The faculty and leadership have a shared vision.	TELL	91	94	96
Overall, my school is a good place to work and learn.	TELL	100	100	94
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	92
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	92
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	63
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	54
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	57
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	94
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	92
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	98
I feel safe at my school.	Student Climate Survey	88	92	91
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	82	86	84
Managing Student Conduct subscale (% favorable responses)*	TELL	97	91	81
Students at this school follow rules of conduct.	TELL	86	90	68
Attendance rate (all students, grades 1-12)	PEIMS	95.9%	96%	As of 3/12/20: 95.6%
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 =-1%, Cardio =1%, Curl Ups =8%, Push Ups =2%, Sit & Reach =3%, Trunk Lift =12%	BMI =1%, Cardio =3%, Curl Ups =4%, Push Ups =-8%, Sit & Reach =1%, Trunk Lift =-2%	No Data

*Subscale items have changed since 2018-19.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

District Family Survey results
Referral data disaggregated by student group
Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

- Community Support and Engagement school on TELL survey (99%).
- Development of a campus Climate and Culture Committee during the 2019-2020 school year which identified areas of focus for the 2020-2021 school year.
- Family survey responses for school climate (Attends school in a safe learning environment - 96%).
- Collaborative work with the PTA Equity Committee and the development of an Equity Committee Vision.

School Culture and Climate Weaknesses

- The TELL survey score for managing student conduct decreased by 14% from the previous school year (95% to 81%).
- Student discipline referrals increased by 15 referrals from the previous school year (93 to 108).
- Disproportionate number of referrals for Male Black or African American students, Male Hispanic students, and Male students receiving Special Education services.
- Lack of consistent aligned explicit SEL instruction across all grade-levels.

School Culture and Climate Needs

- Explicit and aligned SEL instruction in every classroom. Training for implementation of explicit SEL instruction.
- Updated Climate and Culture plan to address campus needs.
- Training for all teachers and staff on implementing a Behavior Intervention Plan (BIP) from a students IEP and the process for updating a BIP to address new behaviors.
- TBRI training for teachers and staff.

Comprehensive Needs Assessment

School Culture and Climate Summary

Based on data sources including student discipline data and TELL survey data, school culture and climate is an area of focus for the 2020-21 school year. The campus Climate and Culture Committee identified areas of focus for the upcoming school year which aligns with campus needs and includes implementation of explicit SEL instruction and updates to the campus Climate and Culture plan.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results

Family and Community Involvement Strengths

- Weekly messenger with important updates, school information, and resources. Active school community Facebook page.
- Active and supportive PTA.
- Family responses to the Family Survey item: My involvement in my child's education is welcomed by the: principal; assistant principal; teachers; office staff; school counselor were all 99% or 98% strongly agree/agree.
- Multiple community events that promote connection to the school community and/or student learning and success.
- Individual contact with every 5th grade family to provide information and support for Middle School selection and advancement.
- 99% of responses on the TELL survey indicated strongly agree/agree to the items in the Community Support and Engagement section.
- Active PTA Equity Committee that engages in monthly meetings involving staff and parents.

Family and Community Involvement Weaknesses

- Active participation and membership representative of all members of the campus community on the campus PTA and CAC.
- 34% response rate for the Family Survey indicating not all voices are represented in the survey data. There was an 8% increase in percentage of families responding compared to the 2018-2019 school year.
- Strategies and opportunities for active participation of families and communities in shared decision-making and activities that link directly to student learning.

Comprehensive Needs Assessment

Family and Community Involvement Needs

- Ideas and support for actively engaging all community stakeholders in shared decision-making and campus activities.
- Recruitment, identification, and selection of CAC membership that matches the make up of our school community.

Family and Community Involvement Summary

The campus has many indicators of strong family and community involvement but is continuing the work of engaging all families. Analysis in this area demonstrates the need to increase engagement of all families in shared decision making and engagement activities linked directly to student learning and to ensure that the input received from the school community is inclusive of all families and stakeholders.

Cowan Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) 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. Develop weekly calendars with core leaderships tasks. (Target Group: All)	Assistant Principal, Counselor, Principal	Weekly. Quarterly review.		Criteria: - Weekly calendars - Admin meeting agendas 06/04/21 - Completed (S) 12/13/20 - On Track
2. Utilize the Coaching Toolkit BLEND Course and resources with campus administrative team. Introduce the tool and identify shared commitments for usage. (Target Group: All)	Assistant Principal, Counselor, Principal	Monthly		Criteria: - Shared commitments for usage developed by campus administrative team. - Progress notes on implementation of shared commitments. 06/04/21 - Some Progress (S) 12/13/20 - Some Progress
3. Analysis of assigned roles and responsibilities for campus staff and development of a strategic plan for recruiting and assigning future roles and responsibilities. (Target Group: All)	Assistant Principal, Counselor, Office Staff, Principal, Teachers	Ongoing, begin 9/8/2020		Criteria: - Google sheet documenting assigned roles and responsibilities, updated monthly - Written guidelines for filling roles and responsibilities. 06/04/21 - Significant Progress (S) 12/13/20 - On Track

Cowan Elementary School

- Goal 2.** (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 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly opportunity during faculty meetings for teachers prioritizing those engaged in Leadership Pathways, National Boards, and graduate school to provide professional learning to their peers. (Target Group: All) (Strategic Priorities: 1)	Principal, Teachers	Monthly		Criteria: - Faculty meeting agendas - Artifacts (google slides, supporting documents, etc.) from teacher provided professional learning during faculty meetings. 06/04/21 - Some Progress (S) 12/13/20 - Some Progress
2. Planning and documenting classroom visits to observe staff implementation of new strategies after attending professional development and to provide timely feedback. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Principal	Ongoing, begin 11/2/2020		Criteria: - Documented classroom visits and observations in HCP, emailed feedback, and notes from feedback conversations. 06/04/21 - Some Progress (S) 12/13/20 - On Track

Cowan Elementary School

Goal 2. (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. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and share observation calendars. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Principal	Ongoing, begin 11/2/2020		Criteria: - Google spreadsheet for scheduling observations 06/04/21 - Completed (S) 12/13/20 - On Track

Cowan Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) 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 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update campus climate and culture plan to align with campus and climate and culture committee work. (Target Group: All)	Assistant Principal, Principal, Teachers	9/8/2020, review monthly		Criteria: - Updated climate and culture plan and PD/Faculty meeting agendas documenting training and discussion of plan content. - Analysis of student discipline referrals (conducted on a monthly basis). 06/04/21 - Significant Progress (S) 12/13/20 - On Track
2. Schoolwide implementation of explicit SEL instruction and morning meetings. (Target Group: All)	Assistant Principal, Counselor, Principal, SEL Campus Coordinator, Teachers	Weekly		Criteria: - Professional learning agendas - Morning assembly recordings demonstrating incorporation of campus-wide explicit SEL theme/focus for the week. - Written and emailed feedback and notes from observations of classroom teachers implementing explicit SEL instruction. - Campus master schedule with time indicated for SEL instruction and morning meetings. 06/04/21 - Completed (S) 12/13/20 - On Track

Cowan Elementary School

- Goal 3.** (Positive School Culture (ESF Lever 3)) 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 3.3) Proactive and responsive student support services.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Individual counselor check-in with each student (on Zoom). (Target Group: All,AtRisk)	Counselor	Ongoing, begin 9/8/2020		Criteria: - Log of when each class' individual check-ins were completed. 06/04/21 - Completed (S) 12/13/20 - On Track
2. Secure volunteers and mentors to meet with students and support teachers providing in-person and remote learning concurrently. (Target Group: All,AtRisk)	Assistant Principal, CAC Members, Counselor, Parents, Principal, Teachers	Ongoing, begin 11/9/2020		Criteria: - Volunteer and mentor roster. 06/04/21 - Some Progress (S) 12/13/20 - Some Progress
3. Admin team includes time in weekly meetings dedicated to identification and planning to support and monitor student progress and needs. (Target Group: AtRisk)	Assistant Principal, Counselor, LMHP, Principal, Teachers	Ongoing, begin 9/8/2020		Criteria: - Admin agendas, RITS data, attendance data, grading data. 06/04/21 - Completed (S) 12/13/20 - On Track

Cowan Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) 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 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Active CAC, PTA and membership, and active PTA Equity Committee. (Target Group: All)	Administrative Team, CAC Members, PTA, PTA President, Teachers	Monthly		Criteria: - CAC attendance and agendas - PTA Equity Committee agendas - PTA membership data 06/04/21 - Some Progress (S) 12/13/20 - On Track
2. Expand Principal communication "talks" and leverage technology tools to reach a greater number of families with our communication. (Target Group: All)	CAC Members, Counselor, Principal, PTA	Ongoing, begin 8/12/2020		Criteria: - Artifacts including weekly messengers, presentation slides, and supporting documents. 06/04/21 - Significant Progress (S) 12/13/20 - Some Progress
3. The campus, PTA, and PTA Equity Committee will engage families through community events (with a focus on remote opportunities for connecting), affinity groups, and groups for caregivers of students in special programs. (Target Group: All, H, W, AA, ESL, SPED, GT, AtRisk, Dys, 504)	Assistant Principal, Parents, Principal, PTA, Teachers	Ongoing, begins 9/8/2020		Criteria: - Calendar of events. - Agendas and artifacts from meetings and events. 06/04/21 - Significant Progress (S) 12/13/20 - Some Progress

Cowan Elementary School

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. Conduct observations, walkthroughs, and debriefs aligned with PPfT processes and instructional practices rubric. Include additional classroom visits in inclusion and resource classes in alignment with campus needs for students receiving Special Education services. (Target Group: All,SPED)	Assistant Principal, Principal	Ongoing, begin 9/8/2020		Criteria: - PPfT Observation and walkthrough documentation - Classroom visit feedback 06/04/21 - Some Progress (S) 12/13/20 - On Track

Cowan Elementary School

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-drive instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review student performance data on common assessment, MoY Benchmark, and MAP, and use data to impact instruction and intervention. (Target Group: All,H,AA,ECD,SPED)	Principal, Special Education Staff, Teachers	Ongoing		Criteria: - Data analysis documents 06/04/21 - Some Progress (S) 12/13/20 - Some Progress

Cowan Elementary School

Goal 5. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dedicated time each week to explicit SEL instruction with campus-wide implementation and alignment. (Target Group: All,AtRisk)	Assistant Principal, Counselor, Principal, Teachers	Ongoing, begin 9/8/2020		<p>Criteria: - Staff development on district SEL tools, weekly themes, questions, and book suggestions. - Campus master schedule with time identified for explicit SEL instruction. - Observation notes and feedback documentation to teachers based on observation of SEL practices in the classroom.</p> <p>06/04/21 - Completed (S) 12/13/20 - On Track 10/30/20 - Pending</p>

SY 20-21 CIP Developers List

Name	Position
Snowden, Christine	Assistant Principal
Graham, Tracy	CAC Staff Co-chair
Hogan, Taryn	CAC Parent Co-chair
Oglesby, Peter	Teacher
Hoch, Kimberly	Teacher
Parkinson, Linda	Teacher
Evans, Elisabeth	Teacher
Sibert, Sharon	Teacher
Wheeler, Lori	Teacher
Cotten, Candace	Teacher
Kling, Pamela	Teacher
Hoaldrige-Dopkins, Anne	Teacher
Byars, Dana	Staff
Wittsche, Becky	CAC parent member
Printz, Jennifer	CAC parent member
Solis, Steven	CAC parent member
Smith, Leticia	CAC parent member
Duncan, Adrienne	CAC parent member
Esquivel, Nora	CAC parent member
Rippy, Krisheena	CAC parent member
Bernstein, Aaron	CAC parent member
Cowan, Ann	CAC community representative
Brunner, Travis	Principal
Alvirez, Mary	Executive Director