

# Clayton Elementary School

## Campus Improvement Plan

### 2020/2021



**CLAYTON**  
**ELEMENTARY SCHOOL**  
AUSTIN Independent School District

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DMAC Solutions ®

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### **Campus Mission**

Nan Clayton Elementary was built on the foundation of acceptance of all. Every birdie is welcome. We strive daily to meet the needs of all our learners and expect our students to become good citizens.

### **Campus Vision**

**We believe in all kids, all day, every day.**

### **Campus Values**

**We focus heavily on social emotional learning for students and adults. We believe in spreading kindness and value diversity.**

### **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 Strengths

We have multiple countries represented at Clayton.

### Demographics Weaknesses

We do not have a wide range of diversity.

### Demographics Needs

None at this time.

### Demographics Summary

Clayton students are predominantly white, affluent students.

## Student Achievement

### Student Achievement Strengths

We had 100% of our 5th grade students passed the 2019 Math STAAR. This included all special education students for the first time ever.

### Student Achievement Weaknesses

We need to increase our Hispanic student population from approaching to meets.

# Comprehensive Needs Assessment

## **Student Achievement Needs**

We will continue to work on our Tier 1 teaching and strengthen our Tier 2 and Tier 3 intervention.

## **Student Achievement Summary**

Overall the Clayton students are performing well on state assessments. We need to take a closer look at students with various demographics.

## 2020-21 Campus and Targeted Improvement Plan Checklist: Clayton (184)

**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	
<b>2019 State Accountability Ratings</b>							
State Overall Scaled Score	TEA	96	94	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	94	94	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	90	86	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	100	94	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	
<b>2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.</b>							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	86	56	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	MSR	MSR	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	96	80	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	MSR	71	No Data		GPM 1.4	
3 <sup>rd</sup> grade Reading % Meets Grade Lvl	All Students	STAAR	80	81	No Data	81	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	*	*	No Data	N/A	
	Hispanic	STAAR	65	67	No Data	68	
	White	STAAR	83	80	No Data	81	
	Asian	STAAR	75	89	No Data	89	
	Two or More Races	STAAR	89	100	No Data	99	
	Special Education	STAAR	78	73	No Data	74	
	Economically Disadvantaged	STAAR	*	*	No Data	N/A	
3 <sup>rd</sup> grade Math % Meets Grade Lvl	All Students	STAAR	81	85	No Data	85	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	*	*	No Data	N/A	
	Hispanic	STAAR	76	67	No Data	68	
	White	STAAR	82	85	No Data	85	
	Asian	STAAR	80	100	No Data	99	
	Two or More Races	STAAR	89	86	No Data	86	
	Special Education	STAAR	61	73	No Data	74	
	Economically Disadvantaged	STAAR	*	*	No Data	N/A	
English Learners	STAAR	50	100	No Data	99		
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	none	No Data	none		

## 2020-21 Campus and Targeted Improvement Plan Checklist: Clayton (184)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Growth targets missed	STAAR	none	none	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Math Growth targets missed	STAAR	none	none	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	86	58	No Data	>36	Required if < 36
<b>2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.</b>						
Campus SEL implementation survey score	SEL Survey	88	86	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
<b>2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.</b>						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	9.1	0	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	17.7	14.3	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	95	95	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	Unacceptable	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.

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## 2020-21 Campus and Targeted Improvement Plan Checklist: Clayton (184)

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	96	96	100
Principal Leadership (% favorable responses)*	TELL	97	97	99
There is an atmosphere of mutual trust and respect.	TELL	96	96	98
The faculty and leadership have a shared vision.	TELL	95	100	100
Overall, my school is a good place to work and learn.	TELL	99	97	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	89
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	72
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	70
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	72
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	98
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	98
I feel safe at my school.	Student Climate Survey	89	96	93
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	89	93	92
Managing Student Conduct subscale (% favorable responses)*	TELL	97	97	98
Students at this school follow rules of conduct.	TELL	97	96	98
Attendance rate (all students, grades 1-12)	PEIMS	97.0%	97.2%	As of 3/12/20: 96.7%
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 =15%, Curl Ups =9%, Push Ups =19%, Sit & Reach =9%, Trunk Lift =10%	BMI =1%, Cardio =10%, Curl Ups =10%, Push Ups =3%, Sit & Reach =5%, Trunk Lift =11%	No Data

\*Subscale items have changed since 2018-19.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Strengths

Over the past several years the school climate and culture have been positive. The inclusivity and acceptance of others has been explicitly taught through SEL lessons.

### School Culture and Climate Weaknesses

We need to ensure that our parents have access to resources to support their students.

### School Culture and Climate Needs

Continue to work with our SEL Specialist.

### School Culture and Climate Summary

The children and adults in the building are doing great. We want to ensure that the greater community has the same expectations as we do.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

Clayton has very low turnover yearly in grade level classrooms.

### Staff Quality, Recruitment and Retention Weaknesses

The SPED team always has new staff members. This is usually a result of the district expectations and not the school.



# Comprehensive Needs Assessment

## **Staff Quality, Recruitment and Retention Needs**

We need to continue to support our SPED teachers.

## **Staff Quality, Recruitment and Retention Summary**

Overall the staff at Clayton want to stay. The only team that has turn over every year is the SPED team.

## **Curriculum, Instruction and Assessment**

### **Curriculum, Instruction and Assessment Strengths**

We have a campus with veteran teachers that want to continue to learn and work on their craft.

### **Curriculum, Instruction and Assessment Weaknesses**

The instruction at Clayton continues to be strong.

### **Curriculum, Instruction and Assessment Needs**

Our teachers are doubting themselves with the increase of technology and concurrent teaching.

### **Curriculum, Instruction and Assessment Summary**

The rigor is high at Clayton. We will continue with this and add the expectations for online learning as well.

## **Family and Community Involvement**

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths

We have a high level of community involvement.

## Family and Community Involvement Weaknesses

We typically see the same families at each event.

## Family and Community Involvement Needs

We need to be sure that our non-white families feel welcomed at all our events.

## Family and Community Involvement Summary

We are lucky to have high family engagement. We need to be sure all families are being represented.

## School Context and Organization

### School Context and Organization Strengths

We are a strong school organization.

## Technology

### Technology Strengths

# Comprehensive Needs Assessment

We are almost at 100% 1:1. Our families are able to access technology with little to no support.

## Technology Weaknesses

n/a

## Technology Needs

We could always use additional chromebooks.

## Technology Summary

Technology access is not a concern at Clayton.

## Other

### Other Strengths

Our teachers like to work! They love teaching.

# Clayton 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
No strategies defined.				

# Clayton 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 2.** (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet bi-weekly to discuss current data points available for K-2 and 3-5.	Leadership Team	Biweekly. Sept-May		Criteria: --eCST Meetings --Friday meetings with Literacy Leads  12/07/20 - Some Progress
2. Meet at least once every nine weeks to discuss current data points.	Administrators, Teacher Leaders			Criteria: --Data Meeting agendas with grade levels  12/07/20 - On Track

# Clayton 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 3.** (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# Clayton 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 4.** (AVID Domain III: Schoolwide Leadership) AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# Clayton Elementary School

**Goal 2.** (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 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



# Clayton Elementary School

**Goal 2.** (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 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# Clayton Elementary School

**Goal 2.** (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 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# Clayton Elementary School

**Goal 2.** (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 4.** (ESF Essential Action 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Personally reaching out to non-white families and invite them to after school PTA and Clayton sponsored events. (Target Group: H,AA,ESL,LEP)	Administrative Team, Administrators, Counselor	1 Year		Criteria: Current baseline is zero non-white families in attendance. We will two increase by three or more non-white families in attendance of our Zoom gatherings.  12/07/20 - On Track

# Clayton Elementary School

**Goal 2.** (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 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
No strategies defined.				

# Clayton Elementary School

**Goal 3.** (High Quality Curriculum (ESF Lever 4)) 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. Provide a campus wide article study on anti-racist teaching for all teachers and staff. (Target Group: All,H,AA,ESL)	Principal	Sem 1. Monthly		Criteria: --article study meeting dates --Staff responses  12/07/20 - On Track
2. Participate in after school professional development on the topic Tech Tools. (Target Group: All)	Principal	March		Criteria: Agenda  12/07/20 - On Track
3. Take the DMAC second and third nine weeks assessment in all tested subjects grade 3-5. (Target Group: 3rd,4th,5th)	Principal, Teachers	2nd & 3rd 9-Weeks		Criteria: Data provided in DMAC  12/07/20 - On Track
4. Monthly small group academic check ins with Hispanic students in 5th grade. (Target Group: H) (Strategic Priorities: 2)	Administrative Team, Teachers	1 school year		Criteria: Monthly notes and attendance of the meetings that occurred each month.  12/07/20 - Some Progress

# Clayton Elementary School

**Goal 4.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 1.** (Marketing Plans) Marketing Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each cabinet member will post weekly on the school's twitter account. Tweets will include celebrations, classroom success, and campus wide activities. (Target Group: All)	Leadership Team	Ongoing		Criteria: --Review of Twitter account  12/07/20 - Some Progress

# Clayton Elementary School

**Goal 5.** (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.** (Coordinated School Health) Coordinated School Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# Clayton Elementary School

**Goal 5.** (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.** (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



# Clayton Elementary School

**Goal 5.** (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.** (Nutrition) Nutrition

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# Clayton Elementary School

**Goal 5.** (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.** (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. For the 2020-2021 school year, the Nan Clayton Elementary campus will work towards SEL Seed Model campus. (Target Group: All)	Counselor, Principal	On going		12/07/20 - Completed

# Clayton Elementary School

**Goal 5.** (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 5.** (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

## SY 20-21 CIP Developers List

Name	Position
Gonzales, Amy	Principal
Alvarez, Mary	Principal Supervisor
Schwab, Lauren	CAC Staff Co-Chair
Bentley, Melissa	CAC non-staff Co-Chair
Frageman, Angela	Assistant Principal
Arredondo, Celeste	5th Grade Team Leader