

# Rosedale School

## The Rosedale School Campus Improvement Plan 2020/2021

*Independence Taught Here*



**ROSEDALE** SCHOOL  
**AUSTIN** Independent School District

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Date Reviewed:

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Date Approved:

7/12/2021

### **Campus Mission**

The mission of The Rosedale School is to support the unique needs of its students and provide a positive environment which prepares students to live, work and enjoy life in their community.

### **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 Strengths

Due to the small number of students taking the state assessments in the Rosedale campus group, Rosedale was not rated by TEA in the last year that ratings were assigned. Rosedale students either take the STAAR Alternate exams or they are classified as students with No Authentic Academic Response (NAAR) within their Individual Education Plan. Rosedale student progress is primarily measured through progress reporting in their Individual Education Plans, as well as demonstration of skills in academic, life and community settings.

### Student Achievement Weaknesses

Many Rosedale students have cognitive disabilities and have significant deficits in their adaptive skills. Students' goals focus on prerequisite academic skills, life skills, social skills and behavioral skills which will assist students in accessing their potential and independence in post secondary environments.

### Student Achievement Needs

Rosedale students' instruction focuses on individual needs related to academic, social and vocational skills designed to assist students in transitioning to a meaningful life of independence.

### Student Achievement Summary

Each student at Rosedale has a specialized program based on the goals and objectives in their Individualized Education Plan. Students' goals are based on their present levels of academic performance measured through data collection on a weekly basis in their courses.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

Staff (TELL) Survey results

### School Culture and Climate Strengths

The Rosedale campus staff have made significant strides in the areas of culture and climate in the last three years. A campus SEL team has been actively working to provide support to staff and design tailored professional development based on campus data and needs. The SEL team has surveyed the staff several times in the past few years and has built a curriculum for teachers and teaching assistants based on this feedback. School staff value caring, celebration, and humor. There is a rich and robust tradition of rituals and celebrations, including holidays, special events, and recognition of goal attainment. Honest, open, and frequent communications exist among staff members. Staff and students trust and have confidence in each other. Staff, students, and parents seek to resolve problems/issues rather than blame one another.

### School Culture and Climate Weaknesses

The TELL Survey for the 2019-2020 school year reveals specific areas that need to be addressed in the 2020-2021 school year:

- 74% of surveyed staff state that campus staff interact with one another in a way that models social and emotional competence.
- 76% of those surveyed stated that school leadership makes a sustained effort in the area of new teacher support.
- 74% of those surveyed stated that the faculty has an effective process for making group decisions to solve problems.

### School Culture and Climate Needs

The Rosedale School has the following needs:

- Continued work in anti-racism among staff members, students and families
- Increased opportunities for staff to participate in campus decisions
- Increased supports for new or struggling teachers

# Comprehensive Needs Assessment

## School Culture and Climate Needs (Continued)

### School Culture and Climate Summary

In the 2020-2021 school year, professional development will focus on anti-racism, building shared decision-making models and supporting new teachers.

# Comprehensive Needs Assessment Data Sources

SEL Implementation Survey results

Staff (TELL) Survey results

# Rosedale School

**Goal 1.** (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 3.4) Involving families and community in building an inclusive campus culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement the Student Story Project and involve students and parents in the project completion. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, PLC Leaders, Principal, SEL Campus Coordinator, Teachers, Team Leaders	May 2021	(L)Campus BTO - \$500	Criteria: Observation of Project Culmination Presentations Lesson Plans Benchmark Completion

# Rosedale School

**Goal 2.** (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.** Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLCs will develop and implement curriculum scope and sequence for the K-12 and transition classrooms. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal, PLC Leaders, Principal	Dec 2020, Feb 2021, May		Criteria: PLC meeting minutes Lesson plans Observations



# Rosedale School

**Goal 3.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 1.** (Attendance and Dropout Prevention) Attendance and Dropout Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish an attendance committee and biweekly meeting schedule. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Nurse, Principal, Registrar	May 2020		Criteria: 6 weeks attendance Rates Attendance Committee Meeting Minutes

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**Goal 4.** (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 1.** (Supporting Special Populations) Ensure compliance with all Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will complete required trainings through SPecial Education department related to Frontline Systems. (Target Group: All,SPED) (Strategic Priorities: 1)	Assistant Principal, Principal, Special Education Staff, SpEd Department Chair	May 2021		Criteria: Sign in sheets from Frontline and campus trainings Feedback from PLN 2

# Rosedale School

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

**Objective 1.** (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing opportunities for staff to connect online and F2F as possible in circles, sharing opportunities and discussions. (Target Group: All) (Strategic Priorities: 1)	Principal, SEL Campus Coordinator, SEL Committee	2/2021, 5/2021		

## SY 20-21 CIP Developers List

Name	Position
Smith, Tammy	Assistant Principal
Benschoter, Maureen	PTA President
Haws-Rice, Cynthia	SEL Leader
Bartos, Amy	PLC Leader
Leibler, Jill	Parent
Cohen, Susanna	Special Education Dept Chair