

DOSS EL

Doss Elementary Campus Improvement Plan 2021/2022

Where Learning Takes Flight



DOSS
ELEMENTARY SCHOOL
AUSTIN Independent School District

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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 Values

We believe that knowledge empowers and enriches lives.

We believe that every person has the right and responsibility to develop according to his or her potential.

We believe that every person is responsible for his or her actions.

We believe that families have the primary responsibility for the support of their children

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.

DOSS EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Doss PE department will provide at least one monthly communication for Coordinated School Health (CSH) to support the students, teachers, and community's knowledge of what CSH is. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	PE Teacher, Principal	Monthly		Criteria: By May, 2022, the end of year survey will indicate that the majority of staff, students (3-5), and parents will be familiar with Coordinated School Health. 10/06/21 - On Track
2. The Doss PE department will coordinate at least one Coordinated School Health event for students, teachers, and families during the 2021-2022 school year. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	PE Teacher, Principal	Yearly		Criteria: By May, 2022, the Doss PE teacher will show evidence of a completed CSH event. 11/02/21 - Some Progress 10/06/21 - Some Progress
3. The PE department will begin a before or afterschool program for students to engage in to learn more about coordinated school health. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	PE Teacher, Principal	By May 2022		Criteria: By May, 2022, the Doss PE department will have held a before or after school program targeting physical activity and coordinated school health. 11/02/21 - Some Progress 10/06/21 - Some Progress

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Objective 2. (Employee Wellness) By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating in Employee Wellness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At all staff meetings where food is offered, staff will be provided with at least one healthy option. (Strategic Priorities: 1)	Administrative Assistant, Principal	Monthly		Criteria: Each month the principal will indicate, if food was offered, healthy options that were made available to staff during staff meetings or events. 11/02/21 - On Track 10/06/21 - On Track 08/31/21 - Pending
2. The principal will invite someone from the district's employee wellness group to speak with staff during a staff meeting. (Strategic Priorities: 1)	PE Teacher, Principal	Yearly		Criteria: By May 2022, Doss will have had at least one staff meeting dedicated to learning from someone from the employee wellness committee. 11/02/21 - Some Progress 10/06/21 - Some Progress
3. The PE department will remind the staff about the AISD wellness challenge to encourage staff wellness.	PE Teacher, Principal	By April 2022		Criteria: By May 2022, the principal will show evidence of the PE department's message to staff regarding participation in the AISD Wellness challenge. 10/06/21 - Some Progress

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Objective 3. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on Social and Emotional School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The 7 Conditions: Condition #2: Recognition and cultivation of gifts, talents and interests</p> <p>The Doss PBIS team will also be the campus SEL team will meet on a monthly basis to discuss campus wide student systems and support/provide feedback for SEL implementation. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)</p>	Principal, Teachers	Monthly		<p>Criteria: Each month, we will show evidence (notes) regarding monthly PBIS meetings.</p> <p>11/02/21 - On Track 10/06/21 - On Track</p>
<p>2. The 7 Conditions: Condition #5: A sense of belonging, empowerment, connection and identity safety</p> <p>Doss will continue to partake in No Place for Hate activities to support anti-bullying at school. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)</p>	Counselor, Principal	By May 2022		<p>Criteria: By June 2022, Doss will earn their fourth No Place for Hate designation after completing the required No Place for Hate activities during the school year.</p> <p>11/02/21 - On Track 10/06/21 - On Track</p>
<p>3. The 7 Conditions: Condition #4: Positive relationships with teachers and peers</p> <p>Doss will continue to send either new to Doss teachers or other teachers to Capturing Kids Hearts training to focus on positive classroom climate and culture. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1)</p>	Principal	By May 2022		<p>Criteria: By May 2022, the principal will show evidence of sending at least one teacher to the Capturing Kids Hearts training.</p> <p>10/06/21 - Completed</p>

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 4. (Family Engagement) By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Doss PE department will coordinate at least one Coordinated School Health event for students, teachers, and families during the 2021-2022 school year. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	PE Teacher, Principal	Yearly		Criteria: By May, 2022, the Doss PE teacher will show evidence of a completed CSH event. 11/02/21 - Some Progress 10/06/21 - On Track
2. At least once during the 2021-2022 school year, the principal will explain what the difference between 30 minutes of daily, unstructured physical activity (recess) and 135 minutes per week of structured physical activity (Ex. PE and W.O.W.). (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal	Yearly		Criteria: By May 2022, the principal will share the date of this communication and specific message sent within the progress update. 11/02/21 - On Track 11/02/21 - On Track 10/06/21 - On Track
3. The principal will communicate information about the Fitnessgram to 3-5 parents and how they may have access to their child's scores. (Target Group: 3rd,4th,5th)	Principal	By May 2022		Criteria: By May 2022, the principal will show evidence of sharing communication about Fitnessgram to parents and how they can access their child's scores. 11/02/21 - Completed 10/06/21 - On Track

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) The percentage of staff who report the school leadership makes a sustained effort to address teacher concerns about school leadership will maintain at 98% (2021) to >= 98% (2022)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The principal will develop an office responsibilities list with the office staff (Principal, Assistant Principals, Counselor, and Front Office Staff).	Administrative Assistant, Counselor, Principal, Registrar	By the end of Sept. 2021		Criteria: By the end of September 2021, Doss will have an Office Staff responsibilities sheet to share with staff. 10/06/21 - Completed
2. The principal, assistant principal, and counselor will meet weekly to discuss current events, SEL, teaching/learning, systems, and any other school priorities.	Assistant Principal, Counselor, Principal	Weekly		Criteria: By May 2022, the principal will have notes for weekly administrative meetings. 11/02/21 - On Track 10/06/21 - Significant Progress
3. The 7 Conditions: Condition #1: Culturally proficient, experienced teachers and staff Doss will continue to have Equity Team Meetings monthly to support developing teachers and staff cultural proficiency. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1)	Advisory Teachers, Principal	Monthly		Criteria: By May 2022, the principal will share meeting notes from the equity committee. 11/02/21 - Some Progress 10/06/21 - On Track

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) Insert SMART Goal here re: focused plan development and regular monitoring of implementation and outcomes

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

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

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

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Objective 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) By January 2022, 100% of Doss classrooms will show evidence of providing targeted intervention and enrichment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Through the Fall semester, Doss administration will conduct monthly walkthroughs and utilize official observations to gain evidence in the AISD walkthrough form and HCP of targeted intervention and enrichment in all classrooms. (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT,CT E,M,F,AtRisk,Dys,504,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)</p>	<p>Assistant Principal, Principal, Teachers</p>	<p>By November 2021</p>		<p>Criteria: 100% of classroom teachers will show evidence of targeted intervention and enrichment per evidence from monthly walkthroughs and semester observations.</p> <p>11/02/21 - On Track 10/06/21 - On Track</p>
<p>2. All classrooms will utilize math fluency and spiraling (Formative Loop) to increase numerical fluency and number sense. (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT,CT E,M,F,AtRisk,Dys,504,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)</p>	<p>Principal, Teachers</p>	<p>End of September-May 2022</p>		<p>Criteria: By the end of September 2021 and throughout 2021-2022, 100% classrooms will show evidence of daily math fluency and spiraling. Data will be collected in monthly district walkthrough form.</p> <p>11/02/21 - On Track 10/06/21 - On Track</p>
<p>3. Doss will incorporate hands on science science experiments in grades 3, 4, and 5 on a weekly basis with the support of AISD science kits and the Doss PTA. (Target Group: 3rd,4th,5th)</p>	<p>Principal, PTA, Teachers</p>	<p>Weekly</p>		<p>Criteria: By May 2022, the principal will show evidence of weekly science experiments via calendar schedule and observations of teachers.</p> <p>11/02/21 - On Track 10/06/21 - On Track</p>

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Objective 3. (Data-driven instruction (ESF Essential Action 5.3)) Each grade level will have at least four PLC meetings during the 2021-2022 school year specifically designed to create targeted teaching and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The 7 Conditions: Condition #3: High expectations and support to meet those high expectations</p> <p>The 7 Conditions: Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities</p> <p>Each 9-weeks, all grade levels will be provided with a 3-4 hour planning period to disaggregate student data to inform instruction for the following 9-weeks. Each team will utilize a Doss specific PLC protocol to guide teacher discussions to provide evidence of a team-created targeted plan. (Target Group: H,W,AA,ECD,ESL,Migrant,SPED,M,F,AtRisk, Dys,504,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2)</p>	Principal, Teachers	9-Weeks	(L)Campus BTO - \$10,000	<p>Criteria: Teams will show evidence of all four PLC meetings by submitting their PLC team plan to a specific PLC grade level folder.</p> <p>11/02/21 - On Track 10/06/21 - On Track</p>
<p>2. Doss will create a PLC Lead Team that will focus on providing feedback for the PLC protocols, lead 9-weeks meetings, and provide feedback to the principal regarding needs for professional development. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2)</p>	PLC Leaders, Principal, Teachers	Monthly		<p>Criteria: by May 2022, the principal will show evidence of monthly PLC lead meetings.</p> <p>11/02/21 - On Track 10/06/21 - On Track</p>
<p>3. The Doss principal will show 2-5 PLC leads how to use School City as the campus/district way of assessing students either online or with paper/pencil. Throughout the year Doss teachers will continue build on their proficiency on how to use School City. (Strategic Priorities: 1)</p>	PLC Leaders, Principal	By September 2021		<p>Criteria: By May 2022, the principal will show evidence of School City training (Google Doc).</p> <p>10/06/21 - Completed</p>

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 4. (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

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

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Objective 5. (BLENDED Learning Strategies) Insert SMART Goal here re: BLENDED learning

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

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Objective 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

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

DOSS EL

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Objective 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

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

DOSS EL

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Objective 8. (Early Childhood) The percent of students in the above average quartile on EOY MAP Growth Reading (K-2) will increase by 5 percentage points (from *82% in Kinder, 62-67% in 1st and from 67% to 72% in 2nd) when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Through the Fall and spring semester, Doss administration will conduct monthly walkthroughs and utilize official observations to gain evidence in the AISD walkthrough form and HCP of targeted interventions and enrichments. (Target Group: H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT,CT E,M,F,AtRisk,Dys,504,PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2)	Principal, Teachers	By November 2021		Criteria: 100% of classroom teachers will show evidence of targeted intervention and enrichment per evidence from monthly walkthroughs and semester observations. 11/02/21 - Completed 10/06/21 - On Track
2. The Doss first grade team will use the 1000 word challenge to provide differentiated support for their students to progress at reading. (Target Group: 1st) (Strategic Priorities: 2)	Principal, Teachers	Weekly		Criteria: Teachers will show evidence of student's progression through the 1000 word challenge to improve MAP growth scores for all student groups. 11/02/21 - On Track 10/06/21 - On Track
3. Each grade level PLC will create and focus on SMART goals to improve student achievement in all grade levels. (Strategic Priorities: 2)	PLCs, Principal, Teachers	9-weeks		Criteria: Each team will have team feedback and notes in their PLC folders that will encompass the four PLC questions. 10/06/21 - Completed

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 9. (Advanced Academics) Insert SMART goal here re: Advanced Academics

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

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Objective 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

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

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Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) Semester 1: Campus enrollment will increase from 790 to 827 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus principal will continue to conduct weekly parent tours of the new, modernized building to continue to attract prospective families. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal	Weekly		Criteria: By May 2022, the principal will have the weekly parent tours scheduled on his calendar and indicated times and dates when he did or did not have parents attending the tour. 11/02/21 - Some Progress 10/06/21 - On Track
2. By November 2021, the principal will call all student parents who were enrolled at Doss prior to August 17th that withdrew to see if he can get them to come back to Doss during the 2021-2022 school year. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal	By the end of November		Criteria: By the end of November 2021, the principal will have a spreadsheet with these families information and notes of phone conversations. 10/06/21 - Completed
3. The Doss principal and PTA will post public messages about enrolling at Doss Elementary both on Social Media pages and the Doss marque. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal, PTA	Monthly		Criteria: By May 2022, the principal will show evidence of monthly communication on social media pages. 11/02/21 - Some Progress 10/06/21 - On Track
4. The 7 Conditions: Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety. The campus principal, administrative assistant, and custodian will ensure that the campus grounds are well maintained, groomed, and clean. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Administrative Assistant, Principal	Monthly		Criteria: The Doss principal will show the spreadsheet of the times the school grounds were cleaned. 11/02/21 - On Track 10/06/21 - On Track

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Goal 5. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) By the end of SY 21-22, the campus will move from Meets to Exceeds Expectations on the Campus Website section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each month the Doss PTA webpage will include updated information about current events. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal, PTA VP of Programs	Monthly		Criteria: On a monthly basis, the principal will check the Doss PTA webpage to ensure there are current events posted. 11/02/21 - On Track 10/06/21 - On Track
2. The Doss principal will continue to update his weekly message on the Doss PTA webpage so perspective parents have an understanding of current school events and communication.	Principal	Weekly		Criteria: By May 2022, the Doss PTA webpage will show evidence of weekly principal updates. 11/02/21 - Pending 10/06/21 - Some Progress
3. The Doss PTA will update all sections of the Doss PTA webpage to ensure accuracy.	Principal, PTA	By October 2022		Criteria: By October 2022, the all areas of the Doss PTA webpage will be current and accurate. 11/02/21 - On Track 10/06/21 - Some Progress

Doss Data Tracker 2021-2022

<https://docs.google.com/spreadsheets/d/12XhzFsuUwL1AV2aWelisIns4BTcknkfJ/edit?usp=sharing&oid=118008035576762387314&rtpof=true&sd=true>

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

DOSS EL Site Base

Name	Position
Steenport, Nathan	Campus Manager
Lagarde, Macall	K-Teacher
Stone, Patricia	1-Teacher
Navarro, Toni	2-Teacher
Hillhouse, Missy	3-Teacher
Zamen, Morgan	4-Teacher
Hughes, Jodi	5-Teacher
Wise, Heather	SPED-Teacher
Mosby, Craig	Specials-Teacher
Cheung, Brandy	World Languages-Teacher
Minford, Pat	Professional Staff
Stein, Noel	Pre-K: Professional Staff
Holmes, Jenna	Co-Chair and Math Specialist- Professional Staff
Hart, Amy	PTA President
Goel, Nishi	PTA Vice-President
Dorman, Nada	Co-Chair and Parent
Brown, Carrie	Parent
Gordon, Robert	Parent Business Representative
Lande, Hillary	Parent
Neuendorf, Scott	Parent
Aljaberi, Ahmed	Parent
Glasier, Bridget	Parent
Reddam, Marquett	Parent
Rutowski, Kevin	Parent
Gualdani, Maria	Parent
Noh, Hyun Jung (Stephany)	Parent
Jan, Sakhi	Parent

DOSS EL Site Base

Name	Position
Miramontes, Eduardo	Community Representative
Alvarez, Mary	District User

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	67%	40%	80%	67%	100%	42%	88%	62%	28%	50%	92%	88%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	864	23					122					579		6			415		1		
2018-2019	870	20					156		2	1		537		1	4		403				
**2019-2020	854	22					150					504					384				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018		449		5			149		2			59		2							
2018-2019		467		3	5		175		2	2		71		1	2						
**2019-2020		470					156					73									

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)? Based on our data, I see that Doss improved with reducing referral rates for all students over the past 3 years. Additionally, we do not see a disproportionate amount of referrals for any of our sub populations per data from 2019-2020. We did this through establishing a solid PBIS committee.

What are the top 3 reasons students get referrals?

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

SY 20-21 MAP Growth BOY to EOY

	English									Spanish								
	BOY				EOY				Change	BOY				EOY		Change		
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	137	8	7	85	141	16	22	62	-23									
2	108	12	8	80	111	18	15	67	-13									
3	87	8	7	85	NA	NA	NA	NA	NA									
4	130	6	11	83	NA	NA	NA	NA	NA									
5	116	12	4	84	NA	NA	NA	NA	NA									
All	578	9%	8%	83%	255	18%	19%	64%	-19									

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?
 We noted that students were at higher levels (Above average) at the BOY then the EOY. The main factor for this was due to the low level of rigor for the BOY and ups and downs with virtual or concurrent teaching from last year.

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2020		2021				2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	NA	NA	NA	NA	NA				
1	NA	NA	NA	NA	NA	78	12	2	83
2	NA	NA	NA	NA	NA	70	49	43	20
3	NA	NA	NA	NA	NA	83	29	31	50
4	NA	NA	NA	NA	NA	63	16	39	56
5	NA	NA	NA	NA	NA	77	17	87	69
All	NA	NA	NA	NA	NA	75%	28%	35%	61%

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?
Speaking and reading across grade levels may be something we need to address.

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged									
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters					
2021 STAAR																															
Math	03	89	93	89	67	43	5	100	80	<1	<1	14	93	64	43	21	59	92	93	78	49	19	90	68	32	16					
Math	04	124	91	89	77	59	4	100	*	*	*	24	92	88	79	71	77	92	95	81	56	17	85	59	41	24					
Math	05	111	90	83	66	41	3	75	*	*	*	20	91	65	40	30	76	89	88	71	42	23	96	61	48	26					
Math	All	324	91	87	70	48	12	92	67	25	17	58	92	74	57	45	212	91	92	76	49	59	91	63	41	22					
Reading	03	90	94	92	86	59	5	100	80	60	20	58	93	79	71	50	59	92	98	95	64	18	86	72	50	17					
Reading	04	124	91	92	73	49	4	100	*	*	*	45	92	88	67	50	77	92	97	77	49	17	85	71	47	24					
Reading	05	112	90	90	69	53	3	75	*	*	*	54	91	90	50	25	77	91	92	75	61	23	96	83	43	17					
Reading	All	326	92	91	75	53	12	92	75	50	17	37	92	86	62	41	213	91	96	81	58	58	89	76	47	19					
Writing	04	120	88	88	63	27	4	100	*	*	*	82	88	87	61	30	74	88	93	66	26	17	85	59	24	12					
Science	05	112	90	75	50	23	3	75	*	*	*	20	91	65	40	15	77	91	79	49	25	23	96	57	39	9					
	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services														
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters										
2021 STAAR																															
Math	03						10	100	50	20	10	10	91	80	80	30	9	82	78	56	33										
Math	04						14	93	64	57	43	8	73	75	75	38	10	83	80	70	60										
Math	05						15	100	67	47	13	15	88	60	40	13	10	83	60	30	10										
Math	All						39	98	62	44	23	33	85	70	61	24	29	83	72	52	34										
Reading	03						10	100	60	50	10	10	91	80	70	30	9	82	89	67	33										
Reading	04						14	93	64	36	7	8	73	99	63	25	10	83	90	40	30										
Reading	05						15	100	87	33	27	15	88	73	53	13	10	83	80	60	50										
Reading	All						39	98	72	38	15	33	85	82	61	21	29	83	86	55	38										
Writing	04						14	93	50	43	7	8	73	63	38	13	10	83	60	30	<1										

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

Science	05					15	100	47	7	<1	15	88	53	47	13	10	83	60	3	10
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STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

Within Math and Reading, there were several sub groups who fall at least 15% below the entire grade level masters percentage.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	16.67%	12.5%	8%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	6.82%	8.1%	6.11%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

During scheduling, Doss has over 76 students (just over 10% of entire student population) labeled as GT. We schedule this during planning. All Doss teachers are GT certified.

How are you communicating with all families about GT and/or advanced learning opportunities?

Through principal weekly updates and staff.

How do you support a culture that provides advanced learning opportunities to all students?

Doss teachers will prioritize GT testing for historically underrepresented student populations.

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	O	E	*	E	E	E	*	E	E	E	*	E	C	E	*	E	E	E	*

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection:				
No data provided as AISD moved systems during the 2020-2021 school year.				

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	102	2	18	71	0	3	0	8	21	14	14	<25	88	14			
Growth Score	66%	*	*	69%	*	*	*	*	*	*	*	*	66%	*			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y	*	*	Y	*	*	*	*	*	*	*	*	*	*	3	3	100%

Math #PM Tests	101	2	18	70	0	3	0	8	21	14	14	<25	87				
Growth Score	67%			66%									69%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N			N									N		0	3	0
Total															3	6	50%

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

All of our historically underserved student groups had populations much smaller than what is collect (≥ 25 students). This will change next year as this data is collected only for 5th grade. Next year 4th and 5th will be added into this section.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	822	827	790	766
	Students in enrollment area				
Transfers	Transfers to other AISD schools	0	0	0	0
TELL Survey	General School Climate	93	95	96	97
	Managing Student Conduct	94	91	97	94
	Principal Leadership	91	83	96	98

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Everything has improved since 2017 with the exception of managing student conduct which took a 3% dip in 20-21

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies				X
Campus Website			X	
Phone/Voicemail/Email Practices				X
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals				X
Customer service prioritization				X
Facility & Operations				
Grounds			X	
Safety Protocols				X
Signage				X
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? While we can always improve, based on our CARES scores, we are in a superior rating and will not create a focus for this year.</p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Leona Doss Elementary

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

Timestamp Username	Name (First and Last)
2020/09/2 scott.neuendorf@gmail.com	Scott Neuendorf
2020/09/2 rutkowk@yahoo.com	Kevin Rutkowski
2020/09/2 patricia.minford@austinisd.org	Pat Minford
2020/09/2 emiramontes@aplusfcu.org	Eduardo Miramontes
2020/09/2 amyknhart@gmail.com	Amy Hart
2020/09/2 connie.soong@austinisd.org	Connie Soong
2020/09/2 noel.stein@austinisd.org	Noel Stein
2020/09/2 kelly.olson@austinisd.org	Kelly Olson
2020/09/2 kelley.keenan@austinisd.org	Kelley Keenan
2020/09/2 jodi.hughes@austinisd.org	Jodi Hughes
2020/09/2 bufkinsusan@yahoo.com	SUSAN BUFKIN
2020/09/2 caroline.pels@austinisd.org	Caroline Pels
2020/09/2 jdapper@gmail.com	John Dapper
2020/09/2 hillary.lande@gmail.com	Hillary Lande
2020/09/2 tracey.wolff@austinisd.org	Tracey Wolff
2020/09/2 nada.antoun@gmail.com	Nada Antoun Dorman
2020/09/2 blake.bartosh@austinisd.org	Blake Bartosh
2020/09/2 joshua.p.rosenberg@gmail.com	JOSHUA PHILIP ROSENBERG

My Vote Is.....

I approve the Doss Campus Improvement Plan
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If you did NOT approve, please explain sugge

estions for further review.

Austin ISD Data Tracker - SY 21-22

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	91%	SCA 1	95%	88%	SCA 2	95%		SCA 3	95%		STAAR	95%
	All	All	Reading	Meets	75%	SCA 1	80%	66%	SCA 2	80%		SCA 3	80%		STAAR	80%
	All	All	Reading	Masters	53%	SCA 1	58%	55%	SCA 2	58%		SCA 3	58%		STAAR	58%
	All	All	Math	App.	87%	SCA 1	92%	93%	SCA 2	92%		SCA 3	92%		STAAR	92%
	All	All	Math	Meets	70%	SCA 1	75%	85%	SCA 2	75%		SCA 3	75%		STAAR	75%
	All	All	Math	Masters	48%	SCA 1	83%	74%	SCA 2	83%		SCA 3	83%		STAAR	83%
	All	All	Science	App.	75%	SCA 1	90%	84%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	50%	SCA 1	55%	63%	SCA 2	55%		SCA 3	55%		STAAR	55%
	All	All	Science	Masters	23%	SCA 1	30%	47%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	38%	SCA 1	43%	22%	SCA 2	43%		SCA 3	43%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	46%	SCA 1	51%	44%	SCA 2	51%	0%	SCA 3	51%	0%	STAAR	36%
	All	Hispanic	All	Meets	59%	SCA 1	64%	57%	SCA 2	64%	0%	SCA 3	54%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	20%	SCA 1	25%	40%	SCA 2	25%	0%	SCA 3	25%	0%	STAAR	37%
	All	Special Education	All	Meets	56%	SCA 1	61%	39%	SCA 2	61%	0%	SCA 3	61%	0%	STAAR	29%
	3rd	All	Reading	Meets	86%	SCA 1	91%	54%	SCA 2	91%		SCA 3	91%		STAAR	91%
	3rd	All	Math	Meets	67%	SCA 1	72%	84%	SCA 2	72%		SCA 3	72%		STAAR	72%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
77	94	A	