

**ROSEDALE**  
**The Rosedale School**  
**2021/2022**

*Independence Taught Here*



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

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Date Reviewed:

DMAC Solutions ®

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12/8/2021

## **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.

# ROSEDALE

**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) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: All) (Strategic Priorities: 2)	Administrators, PE Teacher	9/2021-5/2022		Criteria: Meeting Minutes Group Membership  11/01/21 - Some Progress 09/03/21 - Pending
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All) (Strategic Priorities: 1,4)	Administrators	9/2021-5/2022		Criteria: Agendas from faculty meetings  11/01/21 - Completed
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All) (Strategic Priorities: 1)	Administrative Assistant, Administrators, PTA President	9/2021-5/2022		Criteria: Newsletter Documentation Coordinated School Health Survey  11/01/21 - Some Progress 11/01/21 - Pending

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**Objective 2.** (Social and Emotional School Climate) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage your campus community in No Place for Hate activities annually. (Target Group: All) (Strategic Priorities: 1,4)	Administrators, SEL Committee, Teacher Assistants, Teachers	9/2021-5/2022	(L)Campus BTO - \$1,000, (O)Other - \$500	Criteria: Documentation of No Place for Hate Activities submission  11/01/21 - Significant Progress
2. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Target Group: All) (Strategic Priorities: 1)	SEL Campus Coordinator, SEL Committee, Teacher Assistants, Teachers	9/2021-5/2022		Criteria: Newsletters TELL Survey Parent Survey  11/01/21 - Some Progress
3. Organize and incorporate student agency in campus systems and structures	Administrators, PLC Leaders, SEL Committee, Special Education Staff	9/2021-5/2022		Criteria: SEL/CPI Committee Minutes  11/01/21 - Some Progress

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**Objective 3.** (Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incorporate Culturally Inclusive and Responsive pedagogy and courageous conversations through the PTA, newsletters, website, and family nights. (Target Group: All,SPED) (Strategic Priorities: 1,4)	Administrators, Teacher Assistants, Teachers	9/2021-5/2022		Criteria: Professional development agendas Parent Survey TELL Survey  11/01/21 - Some Progress
2. Provide training for AISD staff on how to engage and communicate with families. (Strategic Priorities: 4)	Administrators, SEL Committee	9/2021-5/2022		Criteria: Parent Survey Professional development agendas  11/01/21 - Some Progress
3. Ensure Campus Improvement Plan focus areas include at least two family engagement strategies. (Target Group: All) (Strategic Priorities: 2,4)	Administrators, CAC Members	9/2021-5/2022		Criteria: Campus Improvement Plan  11/01/21 - Completed

# ROSEDALE

**Goal 2.** (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.** (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Insert SMART Goal here re: Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement PLCs that support aligned and engaging Tier 1 instruction and assessment and allow for collaborative planning, reflective learning, coaching, and mentoring. (Target Group: All) (Strategic Priorities: 2)	Administrators, PLC Leaders, PLCs, Teachers	8/2021-5/2022		Criteria: Meeting minutes from PLCs SLO Data Points  11/02/21 - Some Progress
2. Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, PLC Leaders, Principal	9/2021-5/2022		Criteria: Informal Observation Documentation Formal Observation Data Minutes from Instructional Meetings with administrators and teachers  11/02/21 - Some Progress
3. Teachers maximize instructional time through consistent, efficient, and visible structures (e.g., posted agendas, class opening, homework collection, within-class transitions, and formative assessments). (Target Group: All)	Administrators, District Departments, PLC Leaders, Teachers	8/2021-5/2022		Criteria: Informal Observations Formal Observations Evidenced in PPfT Submissions  11/02/21 - Some Progress

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**Goal 3.** (Support for 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.** (Admission, Review, and Dismissal (ARD) meetings) By the end of SY 2021/21, 80% of campus ARDs will meet the following expectations: notice to required ARDC members 21 days prior to ARD date, pre-ARD process completed 7 days prior to ARD, and final draft of goals sent to committee 4 days prior to ARD meeting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development to all teachers regarding required ARD committee members and 30 day timeline for notices. (Target Group: All)	SpEd Department Chair	September 2021		Criteria: Attendance from PD Sessions Agenda from PD Sessions Data query from Frontline  11/01/21 - Some Progress
2. The campus administrators will share expectations and processes explaining that case manager will communicate date and purpose of ARD with all required committee members and document communication in Frontline 30 days prior to ARD date. (Target Group: All) (Strategic Priorities: 2)	Administrators	September 2021		Criteria: Minutes from Teacher Meeting Frontline Communication log audit  11/01/21 - Some Progress
3. Ensure parents and team are included in pre-ARD planning which is completed 14 days prior to ARD date. (Target Group: All,SPED) (Strategic Priorities: 4)	Administrators, SpEd Department Chair, Teachers	8/2021-5/2022		Criteria: Frontline Communication Log Documentation  11/01/21 - Some Progress

# ROSEDALE

**Goal 4.** (Increased Enrollment) The Rosedale School will maintain appropriate enrollment numbers based on AISD student IEP's and needed services.

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 124 to 132 by December 15, 2021. 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. Monitor enrollment numbers by week and by student group. (Target Group: All) (Strategic Priorities: 4)	Administrators, District Departments, Registrar	8/2021-5/2022		Criteria: Enrollment Numbers by 9 weeks  11/02/21 - Some Progress
2. Provide monthly school tours to bring in community and highlight successes and strengths. (Target Group: All, SPED)	Administrators, Special Education Staff, SpEd Department Chair	9/2021-5/2022	(L)Campus BTO - \$500	Criteria: Tour Schedules Tour Sign In Sheets  11/02/21 - Some Progress 11/02/21 - Pending
3. Utilize \$1500 marketing budget to provide stipend to a staff member to update website monthly and maintain social media daily. (Target Group: SPED) (Strategic Priorities: 4)	Administrators, CAC Members	9/2021-5/2022	(O)Other	Criteria: Social media content audit  11/02/21 - No Progress



# ROSEDALE

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

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Communication section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Target Group: ESL,LEP)	Administrators, SEL Committee	9/2021-5/2022		Criteria: Meeting minutes from Teacher Meetings and SEL/CPI Committee Meetings TELL Survey  11/02/21 - Some Progress
2. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Target Group: ESL,LEP) (Strategic Priorities: 4)	Administrative Assistant, Administrators, Attendance Clerk, Office Staff, Registrar	9/2021-5/2022		Criteria: Parent Survey Communication logs  11/02/21 - Some Progress
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All)	Assistant Principal, Office Staff, Principal, SEL Committee	9/2021-5/2022		Criteria: Review of website on 9 week intervals Review of website by PTA Review of website by SEL/CPI  11/02/21 - Some Progress

## 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.*

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## 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.*

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## 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.*

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### **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.*

# ROSEDALE Site Base

Name	Position
Smith, Tamara	Assistant Principal
Cohen, Susanna	Administrative Intern/Dept. Chair
Bartos, Amy	Curriculum Team Lead
Marion, Samantha	PPFT Campus Coordinator
Johnson, Kim	PTA President
Sallans, Kaysie	Administrative Asst.
Haws-Rice, Cynthia	SEL Team
Sandoval-Sosa, Claudia	SEL Team

## 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 - ROSEDALE

### 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												
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 - ROSEDALE**

**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	139	15		1			73					37					52				
2018-2019	142	17					75		1			36					58				
**2019-2020	144	18					74					38		1			52				
		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	139	87		1			70		1			139		1							
2018-2019	142	84		1			84		1			142		1							
**2019-2020	144	92		1			61							1							

\*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](#)?

What are the top 3 reasons students get referrals? Discipline referrals are not used on the ROsedale campus because we utilize a positive behavior support system which makes referrals unnecessary unless we are in a severe behavioral crisis that results in suspension. Each student with behavioral needs has an individualized behavior intervention plan based on their data.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - ROSEDALE

### SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Grade	2020		2021		2020 to 2021 Change	2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
9	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA	NA	NA	NA
All									

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components?

### SY 20-21 EOC Results

2021 STAAR	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
Algebra I	A1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English I	E1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English II	E2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Biology	BI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
U.S. History	US	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services									



## SY 21-22 CIP/TIP Comprehensive Needs Assessment - ROSEDALE

2021 STAAR	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	
Algebra I	A1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English I	E1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
English II	E2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Biology	BI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
U.S. History	US	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)?

### Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5	NA	NA	NA
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	NA	NA	NA
# African American students that enrolled in an AP Course (HS only)	<a href="#">DRE Data</a>	NA	NA	NA
# African American students that enrolled in an IB Course (HS only)		NA	NA	NA
# African American students that enrolled in a Dual Credit (DC) Course (HS only)		NA	NA	NA
# Hispanic students that enrolled in an AP Course (HS only)		NA	NA	NA
# Hispanic students that enrolled in an IB Course (HS only)		NA	NA	NA
# Hispanic students that enrolled in a Dual Credit (DC) Course (HS only)		NA	NA	NA

**Advanced Academics reflection questions:**  
 How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?  
  
 How are you communicating with all families about GT and/or advanced learning opportunities?

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - ROSEDALE

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

<sup>2</sup> 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
<b>CAMPUS</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

**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).

### Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.	NA	NA	NA
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	NA	NA	NA
% 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	100%	100%	100%

**Special Populations reflection question:**

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - ROSEDALE

### Domain 3 Campus Reports

Graduation Rate 10%		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
<b>Federal Graduation Rate (High Schools and K-12)</b>																		
# in Cohort	29	2	18	5	0	2	0	2	14	7	29	NA	NA	NA				
2020 Fed Grad Rate	0.0%										0.0%	NA	NA	NA				
2019 Fed Grad Rate	0.0%										0.0%	NA	NA	NA				
Class of 2015 Baseline	89.0%	85.0%	87.0%	93.0%	86.0%	95.0%	89.0%	92.0%	86.0%	72.0%	78.0%	NA	NA	NA				
4 year Long Term Target	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	NA	NA	NA				
4 year Interim Target	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	NA	NA	NA				
4 Year Growth Target	9.4%										9.4%	NA	NA	NA				
Met Target	N										N	NA	NA	NA	0	2	0%	
<b>Total</b>																<b>0</b>	<b>2</b>	<b>0%</b>

\*EL Current and Former

School Quality 30%		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
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																		
# of Graduates	62	10	33	13	0	4	0	2	25	4	61	0	54	8				
CCMR	63%	70%	67%	54%					76%		64%		67%					
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	27%	30%	43%	50%	31%				
Met Target	Y		Y						Y		Y		Y		5	5	100%	
<b>Total</b>																<b>5</b>	<b>5</b>	<b>100%</b>

**College, Career, and Life Readiness reflection question:** What trends do you observe in CCMR and graduation rates for your students from [historically underserved student groups](#)?

\*EL Current and Former

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - ROSEDALE

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	132	138	128	126
	Students in enrollment area	NA	NA	NA	NA
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate	89%	89%	84%	88%
	Managing Student Conduct	96%	90%	89%	95%
	Principal Leadership	100%	95%	82%	91%

**Reflection Questions:** Why do you think families are transferring to other AISD schools? In our experience, our students are not transferring to other AISD schools. We have seen numerous families move out of Austin because of the cost of housing. We have families from out of district request the opportunity to transfer in from other districts.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases? Our enrollment has been relatively stable for the past four years,

**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>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies			<b>X</b>	
Campus Website		<b>X</b>		
Phone/Voicemail/Email Practices			<b>X</b>	
Language Line for Preferred Language		<b>X</b>		
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			<b>X</b>	
Customer service prioritization			<b>X</b>	
<b>Facility &amp; Operations</b>				
Grounds			<b>X</b>	
Safety Protocols			<b>X</b>	

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - ROSEDALE

<b>Signage</b>			<b>X</b>	
<p><b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Based on our self assessment, we will focus on campus communication specifically related to families whose primary language is not English. We want to ensure access to all campus communication for all students and parents.</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.

**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 - ROSEDALE

### 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.