# CLIFTON CAREER DEVELOPMENT SCHOOL

## Clifton Career Development School
## 2022/2023

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# CLIFTON CAREER DEVELOPMENT SCHOOL

## Mission

*Our mission is to provide purposeful engaging instruction, in a supportive and safe environment, to ensure students are college, career, and life ready*

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

Staff (TELL) Survey results

### Staff Quality, Recruitment and Retention Strengths

Overall, results on the Spring 2022 Staff Climate Survey show that Clifton scored higher than the Austin ISD average and the high school average across all categories.  In particular, Clifton scored 18 percentage points higher than Austin ISD average and 29 percentage points higher than the high-school average in Feedback and Coaching.  We also scored 10 percentage points higher than the Austin ISD average and 24 percentage points higher than the high-school average for School Climate.

### Staff Quality, Recruitment and Retention Weaknesses

Although Clifton scored higher than the Austin ISD and high-school average across all categories, we identified relative weaknesses by examining specific questions within each category.  Under Cultural Awareness and Action, 50% of staff identified as "Extremely Confident" or "Quite Confident" when asked about having honest conversations with each other about race; however, 50% identified as only "Somewhat Confident."  Although Feedback and Coaching is an overall area of strength, within that category, there is room for improvement in ensuring that ALL staff receive frequent feedback on their work (beyond teachers) and that feedback covers all aspects of the role.  Additionally, under School Leadership, 50% of staff felt their had "Some Input" or less when the school makes important decisions.

### Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:
https://secure.panoramaed.com/austinisd/understand/19295098/summary

Staff Climate Survey
- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching

# Comprehensive Needs Assessment

**Staff Quality, Recruitment and Retention Summary (Continued)**

- District Support

Staff Climate Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year?

2.) Why did you select this/these area(s)?

Campus Communication Goals & Practices
-Campus Communication Strategies
-Campus Website
-Phone/Voicemail/Email Practices
-Language Line for Preferred Language

Campus Culture of Respect Goals
-Campus culture of respect practices and goals
-Customer service prioritization

Customer Service Reflection Questions:
1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

2.) What are your customer service celebrations/strengths?

3.) What are your areas of growth?

4.) What will be your priority for customer service this year?

# CLIFTON CAREER DEVELOPMENT SCHOOL

**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) Clifton CDS does not complete its own annual Coordinated School Health information report. By the end of SY 22-23, the Clifton CDS will respond to 100% of requests from Austin ISD Comprehensive High Schools to provide support in achieving their respective Coordinated School Health goals.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Support Whole Child, Every Child committees that meet across Austin ISD Comprehensive High School Campuses, as requested. (Target Group: All) | Administrators | 2022-2023 SY | | Criteria: Artifacts will vary depending on the support requested |
| 2. Share information from Austin ISD Comprehensive High School Campuses regarding Whole Child, Every Child, as provided/requested. This includes but is not limited to forwarding newsletters, sharing/tagging information on social media, etc. (Target Group: All) | Administrators | 2022-2023 SY | | Criteria: Emails and social media posts sharing information from Austin ISD Comprehensive High School Campuses, as requested |
| 3. Add Whole Child, Every Child placeholder to staff meeting agendas to discuss activities and initiatives shared by Austin ISD Comprehensive High Schools. (Target Group: All) | Administrators | 2022-2023 SY | | Criteria: Staff meeting agendas/minutes |

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**Objective 2.** (Social and Emotional School Climate) Clifton CDS will provide at least 3 professional learning opportunities for all staff to develop their cultural awareness and action. As a result, the percentage of staff who express confidence in having honest conversations about race will increase from 50% in SY 21-22 to 70% in SY 22-23 (as measured by the AISD Staff Survey item: "How confident are you that adults at your school can have honest conversations with each other about race?").

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Engage the campus community in No Place for Hate activities that explicitly address the topic of race. (Target Group: All) | Administrators, Teacher Assistants, Teachers | 2022-2023 SY | | Criteria: Photos, resources, and work samples generated through No Place for Hate activities |
| 2. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and letter board. (Target Group: All) | Administrative Assistant, Administrators | 2022-2023 SY | | Criteria: Newsletters, photos of bulletin boards, website announcements, documentation of family and staff communication |
| 3. Provide resources for instructional staff to facilitate conversations with students during heritage/recognition months, in response to current events, etc. (Target Group: All) | Administrators, Teacher Assistants, Teachers | 2022-2023 SY | | Criteria: Heritage/recognition month slideshows and other resources, emails sharing information in response to current events |

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**Objective 3.** (Community Engagement) By the end of SY 22-23, each Clifton CDS CTE program will document at least 5 community engagement opportunities (including but not limited to guest speakers, site visits, business partnerships, etc.).

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Plan and implement at least one community event (e.g., plant sale, luncheon, blood drive, etc.) per CTE program. (Target Group: All) | Administrators, Teacher Assistants, Teachers | 2022-2023 SY | | Criteria: Flyers, calendar events on campus website, social media posts |
| 2. Partner with local businesses, non-profit organizations, and institutes of higher education to facilitate guest speakers, site visits, and other career exploration opportunities for Clifton students. (Target Group: All) | Administrators, Teacher Assistants, Teachers | 2022-2023 SY | | Criteria: Lesson plans, social media posts |
| 3. A representative from Clifton CDS will serve on the various district bodies and participate in various district events (e.g., CTE Advisory Committee, Long Range Planning Committee, Equity Advisory Committee, AISD UpClose, Principal-for-a-Day, etc.) to increase community and industry relationships. (Target Group: All) | Administrators | 2022-2023 SY | | Criteria: District advisory and committee membership lists, attendance for district meetings and events, social media posts |

# CLIFTON CAREER DEVELOPMENT SCHOOL

**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.** (Support for Students with Special Needs) By the end of SY 22-23, Clifton CDS will develop systems to ensure that all students are accessing instruction in the classroom and other learning environments, as measured by administrator observation of at least 80% rigorous student engagement averaged across instructional walkthroughs.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Provide guidance documents and ongoing training to Clifton CDS instructional staff and special education staff across Austin ISD Comprehensive High Schools to ensure that Clifton programming and needed supports are documented accurately in the new Easy IEP system. (Target Group: SPED) | Administrators | 2022-2023 SY | | Criteria: IEP guidance document, email communication with special education staff, professional learning agenda/minutes |
| 2. Provide targeted feedback during instructional walkthroughs focused on differentiation and the provision of needed accommodations to ensure all students have access to instruction at the appropriate level of rigor. (Target Group: All,SPED) | Administrators | 2022-2023 SY | | Criteria: Walkthrough documentation in Frontline and HCP systems |
| 3. Develop common rubrics during campus PLC based on student growth related to instructional standards, which will allow instructional staff to provide targeted feedback and also allow students to track and understand their own progress towards mastery. (Target Group: All,SPED) | Administrators, Teacher Assistants, Teachers | 2022-2023 SY | | Criteria: Rubrics, PLC minutes |

# CLIFTON CAREER DEVELOPMENT SCHOOL

**Goal 3.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) As of September 16, 2022, Clifton CDS has a 12% population of general education students (25 out of 202 total enrollment to date). By the end of SY 22-23, Clifton will increase the percentage of general education students participating in a Clifton program to 20% (as measured by projected numbers for the 2023-2024 school year).

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Schedule an open house to showcase different Clifton programs and provide prospective students the opportunity to gain a better understanding of the details and expectations of each program. (Target Group: 9th,10th) | Administrators, Teachers | 2022-2023 SY | | Criteria: Flyer, newsletter and other family communication, social media posts, calendar event on campus website |
| 2. Schedule meetings/presentations with staff (e.g., counselors, AVID coordinators, Gear Up Facilitators, 504 coordinators, etc.) across Austin ISD Comprehensive High Schools to explain Clifton CTE programming and solicit potential students. (Target Group: 9th,10th) | Administrators | 2022-2023 SY | | Criteria: Email communication with staff across Austin ISD Comprehensive High Schools, slides/minutes from presentations |
| 3. Provide updated and ongoing recruitment materials (paper flyers/one-pagers, promotional video, social media posts) to students and staff across Austin ISD Comprehensive High Schools. (Target Group: 9th,10th) | Administrators | 2022-2023 SY | | Criteria: Flyers/one-pagers, promotional video, social media posts |

# CLIFTON CAREER DEVELOPMENT SCHOOL

**Goal 4.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) By the end of SY 22-23, Clifton CDS will move from Developing to Meets Expectations on the Campus Culture of Respect section of the Campus Assessment Rubric.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---|---|---|
| 1. Increase relational communication by intentionally scheduling time for positive phone calls between instructional staff and families (including phone calls from campus administrators), utilizing language support as needed. (Target Group: All) | Administrators, Teacher Assistants, Teachers | 2022-2023 SY | | Criteria: Documentation of family communication (in eCST & communication logs) |
| 2. Increase opportunities for family engagement by planning in-person/virtual/hybrid campus events (e.g., open house, "transition talks") utilizing language and accessibility supports as needed. (Target Group: All) | Administrators, Teacher Assistants, Teachers | 2022-2023 SY | | Criteria: Flyers, social media posts, calendar of events on campus website |
| 3. Implement a regular family newsletter available with embedded translation supports to share campus updates, information about resources, and opportunities to for further family/community engagement. (Target Group: All) | Administrators | 2022-2023 SY | | Criteria: Family newsletter (using S'more, which includes embedded translation) |

# CLIFTON CAREER DEVELOPMENT SCHOOL Site Base

| Name | Position |
|------|----------|
| Dishner, Tony | Principal |
| Edson, Sachi | Assistant Principal |

# 2022 - 23 A-F Estimator Longitudinal Worksheet

## STUDENT ACHIEVEMENT DOMAIN

### SCALED SCORE AND GRADE

| 2022 STAAR | SCA 1 | SCA 2 | SCA 3 | 2023 STAAR Goal |
|---|---|---|---|---|
| 75 | | | | 80 |
| C | -- | -- | -- | B |

| Student Achievement Components | 2022 Value | SCA 1 | SCA 2 | SCA 3 | 2023 STAAR Goal |
|---|---|---|---|---|---|
| STAAR Performance Approaches | 69 | | | | 76% |
| STAAR Performance Meets | 41 | | | | 45% |
| STAAR Performance Masters | 21 | | | | 25% |
| STAAR Performance Raw Score | 44 | | | | 49 |
| STAAR Performance Scaled Score | 75 | | | | 80 |

Instructions:
1.) Click on the campus name below to select your campus from the drop-down menu.
2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Covington**

Campus Number: **227901057**

Template by Campus & District Accountability

## SCHOOL PROGRESS DOMAIN

### SCALED SCORE AND GRADE

| | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|---|---|---|---|---|---|
| Scaled Score | 79 | | | | 80 |
| Grade | C | -- | -- | -- | B |

| School Progress Components | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|---|---|---|---|---|---|
| Academic Growth Raw Score | 71 | | | | 72 |
| Academic Growth Scaled Score | 79 | | | | 80 |
| Academic Growth Grade | C | -- | -- | -- | B |
| Economically Disadvantaged % | 51.7 | 51.7 | 51.7 | 51.7 | 51.7 |
| Economically Disadvantaged % Grouping | 51.1 to 52 | 51.1 to 52 | 51.1 to 52 | 51.1 to 52 | 51.1 to 52 |
| Relative Performance Raw Score | 44 | | | | 49 |
| Relative Performance Scaled Score | 72 | | | | 76 |
| Relative Performance Grade | C | -- | -- | -- | C |

### OVERALL SCORE AND GRADE

| | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|---|---|---|---|---|---|
| Scaled Score | 78 | | | | 80 |
| Grade | C | -- | -- | -- | B |

## CLOSING THE GAPS DOMAIN

### SCALED SCORE AND GRADE

| | 2022 Actual | SCA 1 | SCA 2 | SCA 3 | 2023 Goal |
|---|---|---|---|---|---|
| Scaled Score | 77 | | | | 80 |
| Grade | C | -- | -- | -- | B |

### Closing the Gaps Components

#### Academic Achievement

| | | | |
|---|---|---|---|
| 2022 Values: | 9 | out of | 20 |
| SCA 1: | 0 | out of | 0 |
| SCA 2: | 0 | out of | 0 |
| SCA 3: | 0 | out of | 0 |
| 2023 Goals: | 13 | out of | 20 |

#### Growth

| | | | |
|---|---|---|---|
| 2022 Values: | 10 | out of | 16 |
| SCA 1: | 0 | out of | 0 |
| SCA 2: | 0 | out of | 0 |
| SCA 3: | 0 | out of | 0 |
| 2023 Goals: | 14 | out of | 16 |

#### English Language Proficiency

| | | | |
|---|---|---|---|
| 2022 Values: | 1 | out of | 1 |
| SCA 1: | -- | out of | 1 |
| SCA 2: | -- | out of | 1 |
| SCA 3: | -- | out of | 1 |
| 2023 Goals: | 1 | out of | 1 |

#### Student Success

| | | | |
|---|---|---|---|
| 2022 Values: | 3 | out of | 11 |
| SCA 1: | 0 | out of | 0 |
| SCA 2: | 0 | out of | 0 |
| SCA 3: | 0 | out of | 0 |
| 2023 Goals: | 5 | out of | 11 |