

# Bryker Woods Elementary School

## Campus Improvement Plan

### 2020/2021



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

7/12/2021

### **Campus Mission**

The mission of Bryker Woods Elementary School is to educate all students through an enriched, differentiated curriculum in a cooperative manner, so that they become successful, responsible citizens.

### **Campus Values**

#### **We believe:**

- \*all children should have the best educational opportunities.
- \*all children should be allowed to develop to their potential emotionally, socially, academically, and physically.
- \*all children and teachers are entitled to a physically and emotionally safe environment.
- \*children have the right to develop a role for themselves within the school community and, ultimately, in the civic community.
- \*the best educational environment includes active participation by students, teachers, families and other community members.
- \*all children possess special gifts, talents, skills and potential, which must be discovered and nurtured.
- \*incorporate innovative teaching methods that supplement traditional classroom teaching techniques to reach students with many learning styles.
- \*teachers should be given the opportunity to grow professionally and should be given the resources with which to implement newly acquired knowledge.
- \*as a school, we should encourage and demonstrate positive values.

### **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

### **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Data Sources

MOY disaggregated by grade, subj., & stud. grp.  
Short Cycle Assessments disaggregated by stud. grp.  
STAAR disaggregated by subj., grade, & stud. grp.

### Student Achievement Strengths

- continue to have high STAAR scores
- high % of students achieving mastery (as compared with other schools in the district)
- Science achievement continues to be an area of strength throughout all grade levels (not just testing grade)

### Student Achievement Weaknesses

- writing scores decreased across all passing standards
- did not meet Target Growth for white students on Reading
- did not meet Target Growth for white or Hispanic students on Math

### Student Achievement Needs

- increased assessment aligned to STAAR
- additional data meetings focused specifically on student growth

### Student Achievement Summary

- Staff will continue to use Humanities and STEM PLCs to look at student growth and appropriate use of various types of assessment.
- Teams will decide what common assessments will be used across grade levels.
- Staff will continue to be trained in *Really Great Reading* and use for reading intervention in the classroom.

# Comprehensive Needs Assessment

## Student Achievement Summary (Continued)

## 2020-21 Campus and Targeted Improvement Plan Checklist: Bryker Woods (110)

Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.

Indicator		Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
2019 State Accountability Ratings							
State Overall Scaled Score		TEA	88	86	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.
State Domain 1: Academic Achievement Scaled Score		TEA	93	93	No Data	TBD	
State Domain 2, Part A: Student Growth Scaled Score		TEA	77	59	No Data	TBD	
State Domain 2, Part B: Relative Performance Scaled Score		TEA	77	79	No Data	TBD	
State Domain 3: Closing the Gaps Scaled Score		TEA	77	71	No Data	TBD	
Consistently Underperforming/Historically Underserved Student Groups		TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD		TX-KEA	NA	50	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
ISIP EOY % on or above grade level – African American		iStation	MSR	MSR	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2
ISIP EOY % on or above grade level – Hispanic		iStation	68	67	No Data		GPM 1.3
ISIP EOY % on or above grade level – ECD		iStation	68	63	No Data		GPM 1.4
3 <sup>rd</sup> grade Reading % Meets Grade Lvl	All Students	STAAR	76	83	No Data	83	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	*	*	No Data	N/A	
	Hispanic	STAAR	71	79	No Data	80	
	White	STAAR	79	85	No Data	85	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	67	*	No Data	N/A	
	Special Education	STAAR	*	*	No Data	N/A	
	Economically Disadvantaged	STAAR	50	89	No Data	89	
	English Learners	STAAR	*	*	No Data	N/A	
3 <sup>rd</sup> grade Math % Meets Grade Lvl	All Students	STAAR	72	85	No Data	85	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	*	*	No Data	N/A	
	Hispanic	STAAR	64	87	No Data	87	
	White	STAAR	75	85	No Data	85	
	Asian	STAAR	*	*	No Data	N/A	
	Two or More Races	STAAR	67	*	No Data	N/A	
	Special Education	STAAR	*	*	No Data	N/A	
	Economically Disadvantaged	STAAR	38	89	No Data	89	
		English Learners	STAAR	*	*	No Data	
Domain 3 Reading Academic Achievement targets missed		STAAR	none	none	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and
Domain 3 Math Academic Achievement targets missed		STAAR	none	none	No Data	none	

## 2020-21 Campus and Targeted Improvement Plan Checklist: Bryker Woods (110)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Growth targets missed	STAAR	none	All, White	No Data	none	Not Continuously Enrolled student groups.
Domain 3 Math Growth targets missed	STAAR	All, White	All, Hisp, White,	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	70	40	No Data	>36	Required if < 36
<b>2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.</b>						
Campus SEL implementation survey score	SEL Survey	62	81	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
<b>2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.</b>						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	0	9.1	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	8.8	8.2	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	92	77	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	1	0	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Exemplary	Exemplary	Out of Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

## 2020-21 Campus and Targeted Improvement Plan Checklist: Bryker Woods (110)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	73	85	80
Principal Leadership (% favorable responses)*	TELL	84	89	80
There is an atmosphere of mutual trust and respect.	TELL	82	89	77
The faculty and leadership have a shared vision.	TELL	82	93	68
Overall, my school is a good place to work and learn.	TELL	97	97	93
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	81
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	71
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	60
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	70
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	50
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	70
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	72
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	81
I feel safe at my school.	Student Climate Survey	73	78	78
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	84	89	73
Managing Student Conduct subscale (% favorable responses)*	TELL	63	80	87
Students at this school follow rules of conduct.	TELL	91	83	86
Attendance rate (all students, grades 1-12)	PEIMS	96.8%	97%	As of 3/12/20: 96.9%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =1%, Cardio =0%, Curl Ups =16%, Push Ups =31%, Sit & Reach =16%, Trunk Lift =0%	BMI =0%, Cardio =-1%, Curl Ups =30%, Push Ups =27%, Sit & Reach =16%, Trunk Lift =5%	No Data

\*Subscale items have changed since 2018-19.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

District Family Survey results  
Staff (TELL) Survey results  
Student Survey results

### School Culture and Climate Strengths

Staff TELL:

- addition of four PLCs has created more vertical alignment and opportunities for staff to meet
- almost all teachers feel relied upon to make decisions about educational issues

Parent TELL:

- parents and staff have positive interactions and treat each other with respect

Student TELL:

- 94% of our student feel safe at school
- 96% of our students feel like there is respect for different cultures

### School Culture and Climate Weaknesses

According to our student survey, only 68% of our students agree with: "It is easy for me to talk about my problems with the adults at my school."

### School Culture and Climate Needs

Last year: implemented a program to identify students who may not feel like they have an adult to confide in.

Continue this year: repeat the identification process, SEL/Whole Child PLC will work to develop a plan for connection (lunch bunches, mentoring, interest groups)



# Comprehensive Needs Assessment

## School Culture and Climate Summary

- continue with PLCs
- continue focus on Cultural Inclusion and Responsiveness
- set specific goals for next two semesters
- continue to work on evaluating school mission and vision

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Data Sources

PPFT results for teachers

### Curriculum, Instruction and Assessment Strengths

- Successfully integrated *Really Great Reading* last year as both an assessment and intervention tool
- Every teacher on campus trained to provide intervention in reading
- Humanities PLC leads oversaw support campus members with program
- Admin observed teacher success with the program and student growth

### Curriculum, Instruction and Assessment Weaknesses

Reading: new staff have not been trained as of 10.26.20, all staff needs refresher

Math: have not found/decided on school wide assessment and intervention program

### Curriculum, Instruction and Assessment Needs

- Reading:
- independent completion of *Really Great Reading* program by all staff already trained

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Needs (Continued)

- In-person/synchronous training for all new staff
- whole staff refresher on expectations/updates, etc.

- Math:
- STEM PLC begins researching math programs for whole school assessment and intervention
  - hiring math specialist

## Curriculum, Instruction and Assessment Summary

Significant gains have been made over the last two years in setting up a campus-wide reading assessment and intervention. The work on this program needs to continue, despite lack of EOY results from 19-20SY/interruption in instruction.

The same model needs to be used to develop a math plan.

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**Goal 1.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will create a common school vision and mission.	Admin, Leadership Team	May 2020 Quarterly		Criteria: Complete vision statement  10/21/20 - Some Progress
2. The Leadership Team will reflect on the schools vision and mission and determine effectiveness	Admin, Counselor, Leadership Team	May 2020 Quarterly		Criteria: PLC minutes and Reflection Rubrics  10/21/20 - Some Progress

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**Goal 2.** (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

**Objective 1.** (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly Panther Proud Awards	Admin	September		Criteria: PD Calendar 10/21/20 - Completed
2. Vertical PLCs provide ongoing PD based on 2018/19 STAAR, ISIP, TELL Survey data and self assessments	Vertical PLC Leaders	May 2020		Criteria: Vertical PLC Agendas, Self Assessments 10/21/20 - Significant Progress

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**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (Reading Growth) Meet reading growth goal set by TEA (white and Hispanic students)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use detailed data analysis to determine areas/TEKS for targeted instruction and intervention	Administrative Team, Campus Leadership Team	June 2021		Criteria: Standardized test (Benchmark, MOY Map Growth, STAAR)-- TEA requirements

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**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (Math Growth) Meet math growth goal set my TEA (Hispanic students)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use detailed data analysis to determine areas/TEKS for targeted instruction and intervention	Administrative Team, Grade Level Team	June 2021		Criteria: Standardized testing (Benchmark, MOY Map Growth, STARR)-- TEA requirements

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**Goal 4.** (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

**Objective 1.** (SEL Seed Model Plan) Selected as a SEED Model Campus October 2020; Whole Child PLC is working on developing specific goals and next steps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with Whole Child PLC and parent group to develop SEL plan as a SEED Model Campus	Campus Committees, Counselor	Spring 2020/BOY 20-21		Criteria: Assessment of SEL SMART goal

## SY 20-21 CIP Developers List

Name	Position
Muehling, Kristina	Principal
Murr, Emily	Assistant Principal
Zipfel, Kim	CAC non-staff co-shair
St. Germain, Susan	CAC Staff Co-chair
Gee, Kathryn	Counselor
Hicks, Gilbert	Principal Supervisor
Holloway, Katelyn	CAC Staff Member