

Zilker Elementary

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan, Zone Innovation Plan, and Targeted Utilization Plan



ZILKER
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

Page 1 of 13

Date Approved:

7/12/2021

Campus Mission

THE MISSION

of

Zilker Elementary School

is to develop every student into a lifelong learner
as a result of a challenging curriculum,
individualized instruction, high expectations,
and a nurturing environment
with parental and community support.

Campus Values

At Zilker, we sincerely value the unique qualities and contributions each member of our school community has to offer. Building positive and enduring relationships with our families is one of the many ways we strive to create a nurturing and positive environment for our students. Zilker Elementary sets itself apart as a community of unique individuals committed to the success and excellence of each child at our school. Zilker Elementary is truly...a GREAT place for kids!

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

CAPR results for administrators
Coordinated School Health ratings
District Family Survey results
GT-CAMP ratings
MOY disaggregated by grade, subj., & stud. grp.
PPFT results for teachers
Referral data disaggregated by student group
SEL Implementation Survey results
Staff (TELL) Survey results
Student Survey results

Student Achievement Strengths

We showed strengths in the overall academic achievement and academic growth of our students. Seven out of seven performance targets met under academic achievement and six out of seven targets met in academic growth. Exceeded all academic growth goals by 6% points or greater in all areas.

Student Achievement Weaknesses

Did not meet the 2018-2019 goal of 36% in academic achievement for our ECD students.

Student Achievement Needs

- Monthly PLC meetings will focus on 4 essential questions of learning
- Facilitate one PLC meeting a month focused on a common learning objective aligned to data area of need and best practices for supporting student growth.
- Create data sheets with demographics to track progress and interventions.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- Use intervention staff and after school tutoring to target student groups and specific TEKS.

Student Achievement Summary

Our plan will target specific demographic groups to ensure all students are meeting academic targets. Our plan consists of professional learning and collaboration, careful data tracking, and targeted intervention.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Coordinated School Health ratings
Staff (TELL) Survey results

School Culture and Climate Strengths

Overall increases on the TELL survey in the following categories:
Teachers at this school trust the principal to make sound professional decisions about instruction.
Principal Leadership (% favorable responses)*
There is an atmosphere of mutual trust and respect
The faculty and leadership have a shared vision.
Overall, my school is a good place to work and learn

School Culture and Climate Weaknesses

We have no previous score to which we can compare, but the following categories ranked lowest on our TELL survey and are important factors to the success of our students.
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)
How often does your department discuss assessment data for individual students? (% at least once a month)
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)

School Culture and Climate Needs

Provide additional planning time for grade level teams to discuss instructional strategies and curriculum issues.
Send out monthly survey to determine grade-level professional development goals and needs.
Schedule grade level data meetings one every nine weeks to review data and plan for individual students.

Comprehensive Needs Assessment

School Culture and Climate Summary

In an effort to foster more collaborative planning and student tracking, we will create systems for routine data analysis and additional planning time will be provided for grade level teams.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

We saw a 9% increase in the percentage of all third grade students at the "Meets" level in reading.
A 3% increase in the percentage of ECD students at the "Meets" level in reading

A 13% increase in the number of third grade students at the Meets level in math.
A 15% increase in the number of ECD students at the Meets level in math.

Curriculum, Instruction and Assessment Weaknesses

Our Hispanic 3rd grade student at the Meets level decreased by 16%. This is an alarming trend since our White students saw a 23% increase in reading at the Meets level.

Curriculum, Instruction and Assessment Needs

Monthly PLC meetings will focus on 4 essential questions of learning
Facilitate one PLC meeting a month focused on a common learning objective aligned to data area of need and best practices for supporting student growth.
Create data sheets with demographics o track progress and interventions.
Use intervention staff and after school tutoring to target student groups and specific TEKS.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Our plan will target specific demographic groups to ensure all students are meeting academic targets. Our plan consists of professional learning and collaboration, careful data tracking, and targeted intervention.

SY 20-21 Resources

Federal	State	Local	Other
		Campus BTO	

Zilker Elementary

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 devote time during our PD days to collaboratively develop a shared school vision, mission statement, and campus goals and values.	Principal	May 2020		Criteria: TELL Survey results; Walk through and observation reports.

Zilker Elementary

Goal 2. (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. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use assessment data to identify students at risk in Pre-K and provide research-based intervention strategies.	Grade Level Team, Principal	May 2020		Criteria: Meeting minutes, student assessment data, progress monitoring in eCST

Zilker Elementary

Goal 2. (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. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus leaders and PLCs will review disaggregated data in the area of reading to track and monitor the progress of all students. (Target Group: H) (Strategic Priorities: 2)	Instructional Leadership Team, Instructional Specialists/Coaches, PLCs	September 2020-Mat 2021		Criteria: The percentage of 3rd grade hispanic students at the Meets level in reading will increase by at least 7% points on the 2021 STAAR Reading assessment.
2. Campus leadership team and PLCs will meet regularly to evaluate student performance data so that instruction can be targeted to address specific learning needs. (Target Group: ECD) (Strategic Priorities: 2)	Academic Leadership Team, Leadership Team, PLCs - Instructional	September 2020-May 2021		Criteria: We will reach our goal of 36% in academic achievement for our ECD students.

Zilker Elementary

Goal 3. (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. (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a system for communicating and documenting wellness activities offered to the staff (Strategic Priorities: 1)	Administration, PE Coach	May 2020		Criteria: Survey, documentation form

SY 20-21 CIP Developers List

Name	Position
Hill, Alicia	Campus Administrator
Wynn, Jody	CAC Staff Co-Chair
Ip, Lindsey	CAC Non-staff co-chair
Hallmark, Hannah	AP
Ferry, Elizabeth	Parent