

# BARTON HILLS EL

**Barton Hills  
2021/2022**



**BARTON HILLS**  
**ELEMENTARY SCHOOL**  
AUSTIN Independent School District

Kati Achtermann  
2108 Barton Hills Drive  
512-414-2013  
kathryn.achtermann@austinisd.org

Date Reviewed:

DMAC Solutions ®

Date Approved:

12/8/2021

### **Campus Mission**

Our mission is to provide high quality instruction and promote responsibility, inclusion and respect for all. In a positive and nurturing school environment, we will support the needs of the whole child through personalized learning experiences. We will prepare our students to be lifelong, confident learners who contribute to the global community.

### **Campus Vision**

Barton Hills Elementary will provide an equity-centered learning community where all students will achieve academic and personal success.

### **Campus 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.

# BARTON HILLS 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) 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. Reestablish Whole Child, Every Child committee that meets monthly to monitor campus goals (Target Group: All) (Strategic Priorities: 3)	CATCH Team	Monthly by Sept 30		Criteria: Criteria: Monthly meeting agendas and meeting minutes with list of attendees and clear next steps  10/28/21 - On Track
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All) (Strategic Priorities: 3)	CATCH Team	1st nine weeks; ongoing		Criteria: Criteria: Newsletters, meeting agendas, updated website; marquee posts (once we get electronic marquee); morning announcements  10/28/21 - On Track
3. Identify campus health and wellness issues and collaborate with CATCH/SEL committee to create healthy mind and body focus. (Target Group: All)	CATCH Team, SEL Committee	September, 2021; ongoing		Criteria: minutes from CATCH/SEL committee meetings; morning announcements with Coordinated School Health; mindful Monday announcements  10/28/21 - On Track

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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 2.** (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMART Goal: Our campus will engage all students in at least one intentional opportunity per day to develop, practice, and reflect upon social and emotional competencies. As a result, the percentage of students who report using self-regulation skills “sometimes” or “a lot of the time” will increase from 80% in SY 20-21 to 85% in SY 21-22

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage the campus community in No Place for Hate activities annually. (Target Group: All)	SEL Campus Coordinator, SEL Committee	January, March, April		Criteria: Criteria: SEL committee meeting agendas and minutes; 3 NPFH Activities submitted and completed by deadline  10/28/21 - Some Progress
2. Work with SEL and CP & I specialist to conduct campus needs assessment in the areas of SEL, CP& I and teacher/student relationships. After analyzing the data, team will set goals and determine professional development needs for the school year to ensure culturally proficient, experienced teachers and staff; positive relationships with teachers and peers; and support for the students' cultural identities,race, and language (condition #1,4,5) (Target Group: All)	Administrators, SEL Campus Coordinator	2nd nine weeks		Criteria: needs assessment and data completed; developed goals and proposed professional learning plan.  10/28/21 - On Track
3. Promote SEL and CP & I via multiple methods of communication ; newsletters, bulletin boards, announcements, marquee	Administrators, SEL Committee	September, 2021; ongoing		Criteria: shared articles in newsletters, announcements/shared information in newsletters (parent and staff)  10/28/21 - On Track

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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 3.** (Community Engagement) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70%(Acceptable) rating in Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will hold at least 8 regular Campus Advisory Council meetings each year. Ensure parent representation on the CAC. (Target Group: All) (Strategic Priorities: 3)	Administrators, CAC Members	Monthly - Second Thursday		Criteria: Meeting agendas and minutes from meetings held; membership list  10/28/21 - On Track
2. Collaborate with the PTA Diversity Committee to engage Barton Hills and broader school community in conversations around anti-racism and inclusiveness. (Target Group: All)	Administrators, PTA President	October, ongoing		Criteria: number of opportunities created, evidence of collaboration with our broader school communities  10/28/21 - On Track
3. Communicate to families opportunities to serve on district level committees as well as opportunities for PTA and campus level engagement through newsletters, meetings, webpage. (Target Group: All)	Administrators, PTA	August, ongoing		Criteria: number of parents participating in events; evidence of collaboration in newsletters, webpage  10/28/21 - On Track

# BARTON HILLS EL

**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) Principal improves instructional leaders through monthly, job-embedded professional learning focused on data driven instruction within the Leverage Leadership framework By the end of 2021, 100% of staff will be evaluated with the process appropriate for their job role.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create clear, written, and transparent roles and responsibilities for campus instructional leaders. Core leadership tasks are scheduled on weekly calendars (observations, debriefs, PLC's) (condition 1) (Target Group: All) (Strategic Priorities: 4)	Administrators	1st nine weeks; ongoing		Criteria: Criteria: written roles and responsibilities, core leadership weekly calendars; scheduled PLC calendar  10/28/21 - On Track
2. Campus instructional leaders meet weekly in order to: share progress from PLCs, identify trends from walkthroughs, analyze data from common assessments and benchmarks, and focus on student and teacher progress. (condition 1, 3) (Target Group: All) (Strategic Priorities: 1,4)	Administrators	1st nine weeks; ongoing		Criteria: Weekly planning meeting as scheduled on calendars; weekly data meetings with teachers with agendas  10/28/21 - On Track
3. Conduct observations in K-6th grade classrooms using aligned PPfT rubric to ensure implementation of instructional expectations, campus initiatives and alignment to curriculum goals and expectations. (condition 4, 7) (Target Group: All) (Strategic Priorities: 1,2)	Administrators	ongoing		Criteria: Criteria: 100 percent use of PPfT rubric to conduct observations and provide feedback to teachers.  10/28/21 - On Track 10/28/21 - Pending

# BARTON HILLS EL

**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.** (Data-driven instruction (ESF Essential Action 5.3)) Through the implementation of weekly data meetings, 100% of teachers teams (PLCs) and instructional leaders will analyze disaggregated student data to identify trends and noticings with regard to our historically underserved student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct weekly PLC meetings with grade level teams to disaggregate data from multiple sources and plan for culturally proficient and rigorous lessons to ensure high expectations for teaching and learning and growth for all student populations. (condition 2, 3, 6) (Target Group: All) (Strategic Priorities: 1,2)	Administrators, Teachers	1st nine weeks; ongoing		Criteria: Criteria: Notes and agendas from weekly PLC meetings; short cycle assessment data; standardized testing data; student work samples.  10/28/21 - On Track
2. Work with grade level teams to hld CST meetings to identify students in need of intervention; plan for personalized, skill focused intervention; ensure progress monitoring of student performance; and completing the CST process for students (condition #3, #6) (Target Group: All)	Administrators, ECST chair, Teachers	Ongoing		Criteria: CST documentation and plans  10/28/21 - On Track
3. Design of learning experiences include intentional use of blended learning models that include the intentional use of offline and online activities to support learning goals and student need, including time for small groups and one-on-one or individualized learning with the teacher. (condition 2) (Target Group: All) (Strategic Priorities: 2,3)	Administrators, Coaches	1st nine weeks; ongoing		Criteria: professional development opportunities for blended learning; classroom schedules/lesson plans reflect times specific for small groups/individualized learning; all teachers have a learning goal plan  10/28/21 - On Track
4. Implement a progress monitoring data system to track student growth in reading and math (SCA, Mapgrowth, weekly assessments) (Target Group: All) (Strategic Priorities: 2)	Administrators, Grade Level Team	1st nine weeks; ongoing		Criteria: Criteria: Up to Date progress monitoring data chart at each nine weeks minimum  10/28/21 - On Track

# BARTON HILLS EL

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

**Objective 1.** (Increased Enrollment) SMART Goal : 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with SEL/CP & I Specialists and committee to ensure a joyful, safe and academically rigorous environment. (Condition #4, #5) (Strategic Priorities: 2)	Administrators, Campus Committees, Counselor, SEL Campus Coordinator, Teachers	ongoing		Criteria: Criteria: Notes from committee meetings; results from TELL survey  10/28/21 - On Track
2. Provide Monthly tours to bring in community and highlight successes and strengths and assist parents with questions about enrollment, transfer process, etc. (Target Group: All) (Strategic Priorities: 2)	Administrators, Attendance Clerk, Bookkeeper	monthly starting October		Criteria: Calendar of monthly tour dates on website; available in front office for parent calls  10/28/21 - Pending 10/28/21 - No Progress
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All) (Strategic Priorities: 1)	Administrators, Registrar	3rd nine weeks		Criteria: Criteria: monthly goals and documentation of registration outreach (newsletters, tours, PTA events)  10/28/21 - Pending



# BARTON HILLS EL

**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 Meets Expectations to Exceeds Expectations on the Phone/Voicemail/Email and website section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members (Target Group: All) (Strategic Priorities: 3)	Administrators, Counselor, Office Staff, PTA, Teachers	Ongoing		Criteria: Criteria: Weekly parent newsletter; documentation of School Messenger communication; parent information session (Back to School Zooms); marquee updated frequently (once we get the electronic one);  10/28/21 - On Track
2. Ensure that phone/voice/email and website practices are systematically reviewed and actively maintained. (Target Group: All) (Strategic Priorities: 3)	Administrators, Office Staff, Teachers	Ongoing		Criteria: Criteria; Expectations for Communication standards; faculty meeting agendas  10/28/21 - On Track
3. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (#1,#7) (Strategic Priorities: 1)	Administrators, Office Staff	1st nine weeks		Criteria: Criteria: work orders submitted to address facility issues; Let's Talk submissions responded to in a timely manner; front office staff completion of CARES PD.  10/28/21 - Pending

## 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.*

# BARTON HILLS EL Site Base

Name	Position
Achtermann, Kathryn	Campus Administrator
Kennedy, Nathan	Teacher - Co Chair
Carlson, Ella	Teacher
Patel, Mina	Teacher
Caroline, Jeanne	Teacher
Price, Sarah	Teacher
Gardner, Stacey	PTA Rep
Smith, Michelle	Parent
Barta, Kristen	Parent Co Chair
Friday, Lisl	Business Member

## 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 ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills Elementary**

**Instructions for the Austin ISD ESF Campus Self-Assessment:**

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	<b>3</b>	<b>4</b>	<b>3</b>	<b>3/4</b>	<b>2</b>	<b>3</b>

3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
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4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

<b>Focus Area for Improvement</b>	<b>Rationale</b>
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	New AP; new PPFT; We have gaps in student achievement in grades and subjects and need to realign our focus on classroom instructional observation/feedback cycle to improve alignment
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	Analyze data to identify our gaps in instruction, assessment to be able to better monitor student progress and set goals.

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills 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	63%	48%	40%	87%	91%	67%	100	56%	44%	25%	83%	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.)

Health Ed- Ensure that we teach HSR Lessons with teacher training

CSH implementation - Reestablish our CATCH/Health and Wellness committees.

Family/Community engagement clearly needs to have a refocus and reboot of efforts within the confines of the pandemic.

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills 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	462	7					119		1			303					216				
2018-2019	456	*					115		1			300					223				
**2019-2020	417	*					102					287					200				
		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	246			3			45					39		2							
2018-2019	233			3			38					47									
**2019-2020	217						22					50									

\*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](#)?

Suspensions have been students in upper elementary after other interventions

What are the top 3 reasons students get referrals?

- Physical aggression with other students.
- Violating bullying/harassment agreements after many other attempts to intervene
- Disruption to campus-wide operations



**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills Elementary**

**SY 20-21 MAP Growth BOY to EOY**

Grd	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
	# 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	
1	56	2%	9	89	54	20	6	74	-15									
2	62	6	6	87	63	16	22	62	-25									
3	68	6	7	87	66	17	11	73	-14									
4	61	15	8	77	60	18	20	62	-15									
5	62	13	13	74	60	18	5	77	3									
All	309	8	9	83	303	18	13	69	-14									

**MAP Growth Reflection Question:** What trends do you observe in mastery for your students across grade levels and languages?

Decreased across all grade levels except 5th

-BOY at home (virtual) EOY at school - difference in setting/ administration

**SY 20-21 TELPAS Progress**

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	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
K			0			0			
1			0			0			
2			0			0			
3			0			0			
4			2	*		2	*	*	*
5			0			0			
6			1	*		1	*	*	*
All			3			3			

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

We have few students data is not reportable

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills Elementary**

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

	Test Grade	All Students					African American					Hispanic					White					
		# 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	65	92	85	57	28	1	100	*	*	*	18	90	72	44	22	42	91	88	57	29	
Math	04	60	97	77	42	23	2	100	*	*	*	21	95	62	38	19	37	97	86	46	27	
Math	05	54	84	87	59	43	1	100	*	*	*	12	67	58	42	25	37	95	97	65	49	
Math	06	10	37	60	50	20	0		-	-	-	3	43	*	*	*	7	39	71	57	14	
Math	All	189	84	81	52	30	4	100	*	*	*	54	81	63	41	22	123	87	89	56	33	
Reading	03	65	92	92	82	62	1	100	*	*	*	18	90	89	89	56	42	91	93	79	64	
Reading	04	60	97	87	63	38	2	100	*	*	*	21	95	71	57	33	37	97	95	68	43	
Reading	05	55	86	89	82	64	1	100	*	*	*	13	72	62	54	46	37	95	>99	92	68	
Reading	06	10	37	70	40	40	0		*	*	*	3	43	*	*	*	7	39	71	43	43	
Reading	All	190	85	88	74	54	4	100	*	*	*	55	82	75	65	44	123	87	94	77	58	
Writing	04	55	92	78	53	27	2	100	*	*	*	20	91	75	55	30	33	92	82	52	27	
Science	05	54	84	85	61	22	1	100	*	*	*	12	67	58	50	25	37	95	95	68	22	
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services					
	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	
2021 STAAR																						
Math	03	3	100	*	*	*	0		-	-	-	14	93	71	36	7	13	81	46	31	<1	
Math	04	5	100	60	20	20	5	100	40	<1	<1	8	100	50	38	13	9	100	44	11	<1	
Math	05	5	63	40	40	<1	0		-	-	-	7	78	57	29	<1	8	89	50	<1	<1	
Math	06	1	50	*	*	*	0		-	-	-	0		-	-	-	2	50	*	*	*	
Math	All	14	78	43	29	7	5	63	40	<1	<1	29	83	62	34	7	32	84	50	19	<1	
Reading	03	3	100	*	*	*1	0		-	-	-	14	93	64	57	29	13	81	77	62	46	
Reading	04	5	100	60	60	<1	5	100	80	80	20	8	100	50	13	<1	9	100	78	22	11	
Reading	05	6	75	33	33	17	0		-	-	-	7	78	57	43	<1	8	89	63	50	25	
Reading	06	1	50	*	*	*	0		-	-	-	0		-	-	-	2	50	*	*	*	
Reading	All	15	83	47	33	7	5	63	80	80	20	29	83	59	41	14	32	84	72	44	28	
Writing	04	5	100	60	60	20	5	100	80	80	40	7	88	57	29	14	7	88	29	<1	<1	
Science	05	5	63	40	40	20	0		-	-	-	7	78	43	43	29	8	89	63	13	<1	

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills Elementary

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

We have gas in our student performance between our white students and our Hispanic students. We are seeing larger gaps in math than reading and in 4th and 6th grades particularly.

### 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	0	0	25%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	9.8	7.22	7.77

**Advanced Academics reflection questions:**

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

- Cluster students with like services with Gt certified teacher

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

- newsletter (weekly)
- BLEND
- Webpage

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

- **Signed lessons with plans for differentiation**
- **choice for students**
- **student goal setting**

<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>	R	E	E		E	R	E		E	E	E		E	E	E		E	R	E	

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills Elementary

**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

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			
<b>Special Populations reflection:</b>				
strong parent participation in all ARD's follow all processes and procedures				

### 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
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	60	1	15	40	0	0	0	4	7	0	7	<25	57	3			
Growth Score	77%			79%									78%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y			Y									Y		3	3	100%
-----																	
Math #PM Tests	59	1	14	40	0	0	0	4	6	0	7	<25	57	2			

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills Elementary

Growth Score	59%			64%										60%				
	Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
	Met Target	N			N									N		0	3	
	Total															3	6	50%

\*EL Current and Former

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?  
 In reading the gaps between student groups is closer than the gaps in Math. Math also shows gaps in concurrently enrolled students which is indicative of perhaps our interventions being ineffective for students that stay with us.

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	453	445	416	400
	Students in enrollment area				
Transfers	Transfers to other AISD schools	22	23	41	28
TELL Survey	General School Climate				99
	Managing Student Conduct				96
	Principal Leadership				96

**Reflection Questions:** Why do you think families are transferring to other AISD schools?  
 6th grade choosing magnets and middle school feeder school  
 Pre-K, dual language primary reason for primary level transfers  
 What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?  
**Our enrollment has decreased. The neighborhood is turning over - long time residents are leaving and new houses are being built that are not particularly affordable for young families. There is no new large scale affordable housing in our zoned areas. We continue to take transfer students at a significant rate.**

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills 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>
<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>
Signage			<b>X</b>	
<b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?				

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

## **SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills Elementary**

- 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 ESF Self-Assessment and Comprehensive Needs Assessment - Barton Hills 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.



Austin ISD Data Tracker - SY 21-22

**INSTRUCTIONS:**

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

**2019 or 2021 Results (column F):**

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf117AIIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

**2022 Summative Goals (column R):**

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

**Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):**

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name: Barton Hills Elementary																
	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.	88%	SCA 1	75%	90%	SCA 2	80%		SCA 3	85%		STAAR	90%
	All	All	Reading	Meets	74%	SCA 1	60%	69%	SCA 2	65%		SCA 3	70%		STAAR	75%
	All	All	Reading	Masters	54%	SCA 1	50%	54%	SCA 2	52%		SCA 3	55%		STAAR	55%
	All	All	Math	App.	81%	SCA 1	75%	92%	SCA 2	80%		SCA 3	85%		STAAR	90%
	All	All	Math	Meets	52%	SCA 1	50%	73%	SCA 2	55%		SCA 3	57%		STAAR	60%
	All	All	Math	Masters	30%	SCA 1	25%	63%	SCA 2	28%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	60%	SCA 1	60%	78%	SCA 2	70%		SCA 3	80%		STAAR	90%
	All	All	Science	Meets	60%	SCA 1	50%	37%	SCA 2	55%		SCA 3	58%		STAAR	60%
	All	All	Science	Masters	20%	SCA 1	20%	13%	SCA 2	25%		SCA 3	28%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	80%	SCA 1	70%	43%	SCA 2	75%		SCA 3	80%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	*	SCA 1	*	0%	SCA 2	*	0%	SCA 3	*	0%	STAAR	36%
	All	Hispanic	All	Meets	65%	SCA 1	60%	53%	SCA 2	65%	0%	SCA 3	70%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	40%	SCA 1	40%	37%	SCA 2	50%	0%	SCA 3	55%	0%	STAAR	37%
	All	Special Education	All	Meets	38%	SCA 1	40%	34%	SCA 2	50%	0%	SCA 3	55%	0%	STAAR	29%
	3rd	All	Reading	Meets	82%	SCA 1	80%	71%	SCA 2	82%		SCA 3	85%		STAAR	85%
	3rd	All	Math	Meets	57%	SCA 1	50%	89%	SCA 2	55%		SCA 3	60%		STAAR	65%

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	
66	92	A	