BRYKER WOODS EL

Bryker Woods Elementary Campus Improvement Plan
2021/2022

The Best School in Our Town!

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Date Reviewed: Date Approved:

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 Beliefs

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 staff 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.

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.

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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 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 Coordinated School Health Team to meet monthly and monitor campus goals. Progress on goals will be documented. Conditions: 3, 4 (Target Group: All)	Administrators	By September 30th		Criteria: Monthly meeting with agenda, all participants present, CSH plan reviewed. 10/20/21 - Some Progress
2. Add Coordinated School Health Team to campus communication on Livingtreee, weekly Panther Print, and PTA. Condition: 3 (Target Group: All)	Administrators	By September 30th		Criteria: At least on communication per month posted on Livingtree, Panther Print, or PTA communication. 10/20/21 - Some Progress
3. Add Whole Child/SEL placeholder to faculty meeting agendas to discuss current/continuous activities. Conditions: 4, 5 (Target Group: All)	Administrators, Counselor	1x Monthly- EOY		Criteria: Using staff meeting agendas, admin will reserve space to discuss Whole Child/SEL needs and activities at one staff meeting per month. 10/20/21 - 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. (Health Education) By the end of the 2021-2022 school year, the campus will achieve at least a 70% rating in the area of Health Education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure all classroom teachers have identified a specific time to teach Health Education and Human Sexuality and Responsibility (Elementary). Condition: 3 (Target Group: All)	Administrators	1/31/22		Criteria: Criteria: Teachers will outline their plans for health education in January PLC meetings. Administartors will provide support as needed. 10/20/21 - Completed
2. Review the Human Sexuality and Responsibility policy and expectations with all classroom teachers and teaching assistants who provide this instruction. Condition: 3 (Target Group: All)	Administrators	Fall semester		Criteria: Administrators will review the Human Sexuality and Responsibility policy and expectations with teachers during December PLC meetings. 10/20/21 - Discontinued
3. Incorporate health education instruction and assessment into weekly PLCs at least twice per semester to monitor and adjust instruction and campus needs. Condition: 3 (Target Group: All)	Administrators	Twice each semester		Criteria: Four meetings were held with two being in the fall semester and two being in the spring semester. Meetings will be documented in PLC meeting notes. 10/20/21 - 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. (Employee Wellness) By the end of the 2021-2022 school year the campus will achieve at least a 70% (acceptable) rating in Employee Wellness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration will notify staff at least monthly of school wellness challenges in the Panther Print newsletter. This specifically addresses an area where BW received 0% last year. Condition: 4, 5 (Target Group: All)	Administrators	1st notification by 9/30		Criteria: Opportunities to participate in the Wellness Challenges advertised at least one time per month in the Panther Print newsletter. 10/25/21 - Some Progress
2. Invite the district employee wellness coordinator to an in person staff meeting in the first semester. This specifically addresses an area where BW received 0% last year. Conditions: 2, 7 (Target Group: All)	Administrators	Fall semester		Criteria: The district representative will deliver a presentation during a staff meeting during the fall semester. 10/25/21 - On Track
3. Administration will notify staff at least monthly of the resources of the School Mental Health Center via the Panther Print. Conditions: 4, 5 (Target Group: All) (Strategic Priorities: 1)	Administrators	Yearlong		Criteria: As documented in the Panther Print, admin will ntify staff of the resources of the School Mental Health Center as least one time per month. 10/25/21 - Some Progress

BRYKER WOODS 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 4. (Family Engagement) By the end of school year 2021-22, the campus will receive a rating of 70% or higher in the area of Family Engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By the end of September, the principal will share the policy in a staff meeting and PTA meeting explaining why students will not be pulled from WOW or recess based on tutoring, make-up work, or discipline. This is an area where BW got 0% last year. Conditions: 3, 4 (Target Group: All)	Administrators	By 9/30		Criteria: The policy was shared in a staff meeting and a PTA meeting. 10/20/21 - Completed
2. The principal will communicate via Livingtree that each student will be taught 5 human sexuality lessons per grade level. It will also be communicated that parents may opt out of any or all lessons. Condition: 6 (Target Group: All)	Administrators	By 1/31/22		Criteria: The notification will be shared via Livingtree by January 31st in accordance with all district policies that will be outlined by AISD regarding the human sexuality curriculum. 10/20/21 - Discontinued
3. Administration will provide staff on-going training on how to engage and communicate with families, including discussions on transparency, difficult conversations, and conflict. Conditions: 3, 4, 5 (Target Group: All)	Administrators	Yearlong		Criteria: Adminsitration will include training on communication and family engagement duiring PLCs (specifics for grade levels) or staff meetings (whole group) to improve family engagement. 10/20/21 - 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 5. (SEL) At the end of the 2021-22 school year, Bryker Woods will maintain a 100% rating in Social, Emotional Learning by continuing all SEED Model Campus activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bryker Woods will host SEL night in the spring semester and have at least 1 activity that incorporates race/identity in order to build awareness for the importance of cultural proficiency. 1, 2, 6 (Target Group: All)	SEL Committee	1 time spring semester		Criteria: BW will host an SEL night with one activity related to identity/race. 10/20/21 - On Track
2. Administration will host a podcast study of "Nice White Parents" with the staff in order to build awareness of how parent groups with power can negatively impact students of color. Conditions: 5, 6 (Target Group: All)	Administrators	7 weeks - spring semester		Criteria: Each staff member will listen to one episode of the podcast per week and participate in reflection discussions with other staff members. 10/20/21 - On Track
3. Ensure all staff have access to at least three hours of professional learning in SEL and CP&I. Conditions: 1, 6 (Target Group: All)	Administrators, Counselor	Yearlong		Criteria: Adminsitration will provide options for SEL and CP&I trainings througout the year via AISD, Region 13 or other resources. 10/20/21 - On Track

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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) By 9/17/21, 100% of required administrative roles and responsibilities will be assigned and outlined in all AISD compliance systems and the Bryker Woods Staff Handbook.

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 outlined in all compliance systems and in the staff handbook. Condition: 3 (Target Group: All)	Administrators	By 9/17		Criteria: All roles will be assigned and communicated by 9/17. 10/20/21 - Completed
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: 3 (Target Group: All)	Administrators	Weekly		Criteria: PLC meetings happen weekly with data from common assessments and benchmarks analyzed and discussed with clear plans for next steps. 10/20/21 - On Track
3. Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families. Conditions: 1, 5, 6 (Target Group: All)	Administrators	Yearlong		Criteria: Administration and staff will use HCP, Region 13, and other resources to access cultural proficiency professional learning opportunities. 10/20/21 - On Track

BRYKER WOODS 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 2. (ESF Essential Action 1.2) 100% of k-5 teachers will be observed by an administrator at least once every two weeks with progress notes being collected on each visit then shared in weekly PLC meetings throughout the 2021-22 school year.Condition 3

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time. Condition: 3 (Target Group: All)	Administrators	Ongoing		Criteria: Visits occur at least once every two weeks for each teacher and the normed expectations chart will be used by the administrator. 10/25/21 - On Track
2. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. Feedback will be given weekly during PLC meetings. Condition: 3 (Target Group: All)	Administrators	Ongoing after PLCs		Criteria: Administrators follow up coaching sessions during PLCs with classroom monitoring of strategies discussed in coaching sessions. 10/20/21 - On Track
3. Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. Conditions: 3, 6 (Target Group: All)	Administrators	Yearlong		Criteria: Admin will collect data through PLCs, walkthroughs, observations and assessment to meet with teachers as needed, in addition to weekly PLCs. 10/20/21 - On Track

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Goal 3.   (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective #.   No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 4. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 5.   (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 #.   No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 361 to 370 by December 15, 2021 (refer to 21-22 projection).SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 361 to 370 by December 15, 2021 (refer to 21-22 projection).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. The overall reputation and attendance of Bryker Woods is dramatically impacted by word of mouth communication in the neighborhood. Administrators will improve the reputation of the school through consistent communication. Weekly updates will be sent by teachers on Livingtreee, administrators in via the Panther print, and monthly Parent Principal Coffees. Condition 5 (Target Group: All)	Administrators	weekly		Criteria: Weekly Livingtree posts by teachers Weekly Panther Print from administrators Monthly Parent Principal Coffees 10/20/21 - On Track
2. Administrators will communicate current low class sizes and high teacher quality in first grade and kindergarten to parents so that they can communicate this to home schooling and private school parents that live in our attendance boundaries. Condition 5 (Target Group: All)	Administrators	Monthly fall semester		Criteria: Monthly Livingtree and Parent Principal Coffee communication about immediate availability in kindergarten and first grade classes with lower enrollment. 10/20/21 - On Track
3. Starting in January 2022, administrators will hold monthly meetings with the registrar to ensure that registrations are taking place as soon as the window opens. Condition 5 (Target Group: All)	Administrators, Registrar	Monthly starting Jan 2022		Criteria: Monthly meetings will take place with Principal, AP, and Registrar to ensure registrations are taking place starting in January. 10/20/21 - On Track

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Goal 7. (Exemplary Customer Service) AISD is committed to providing equitable and exceptional experiences for our customers: our students, our families, our colleagues, and our community members. For us, customer service is more than just providing answers or offering support; customer service is what makes our large district feel like a family. AISD CARES strives to build transformational relationships that lead to an authentic sense of trust and belonging within our entire AISD community.

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 Campus Website section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure the campus website is systematically reviewed and actively maintained with accurate information by Katie Mastovich. Conditions 3,5. (Target Group: All)	Administrative Assistant	Ongoing		Criteria: Information on website will be accurate and up to date. 10/20/21 - On Track
2. The PTA communications committee will update PTA information on the campus website at least monthly. This will be monitored by administration. Condition 5 (Target Group: All)	Administrators	Monthly		Criteria: The website will contain updated PTA information at the beginning of every month. 10/20/21 - On Track
3. Connect with Ruben Ruiz (ruben.ruiz@austinisd.org) to build a district-aligned campus website template. Condition 5 (Target Group: All)	Administrative Assistant	Fall Semester		Criteria: The admin assistant will connect with Mr. Ruiz to review the website template and make upgrades as needed so that is is accessible to the community. 10/20/21 - On Track

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.

BRYKER WOODS EL Site Base

Name	Position
Cowan, Taylor	Campus Manager
Murr, Emily	Campus Administrator
Reyes, Elia	Teacher
Doga, Dawn	Teacher
Fairbrother, Colleen	Teacher
Johnson, Hannah	Teacher
Jepson, Courtney	Teacher
Zipfel, Kimberly	Parent
Ikard, Jennifer	Parent
Ekesi, Max	Parent
Stapleton, Steven	Principal Supervisor

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 - Bryker Woods 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	55%	40%	0%	60%	73%	42%	100%	53%	50%	25%	83%	81%
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 <u>or</u> Community Engagement.)

As we are returning to a more typical school year, many areas related to Coordinated School Health will need to be readdressed. We will need to document our Human Sexuality and Responsibility parent orientation meeting, our participation in coordinated school health weeks, and vaping awareness activities. We need to document that our PE teacher is CPR certified and provide before/after school physical activity opportunities. As principal, I will need to invite a district wellness coordinator to the campus and remind staff members about wellbeing challenges. We will have an energy conservation checklist in every room. I will share the policy that students will not be pulled from recess or WOW to make up work. If all of these tasks are documented appropriately, this should result in a much better score this year.

Longitudinal Discipline Data Report

		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	470	9	0	0	0	0	84	0	0	0	0	324	0	1	0	0	223	0	0	0	0
2018-2019	429	*	0	0	0	0	88	0	0	0	0	305	0	0	0	0	192	0	0	0	0
**2019-2020	416	*	0	0	0	0	71	0	0	0	0	307	0	0	0	0	194	0	0	0	0

		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	470	247	0	1	0	0	51	0	0	0	0	30	0	0	0	0
2018-2019	429	237	0	0	0	0	54	0	0	0	0	32	0	0	0	0
**2019-2020	416	222	0	0	0	0	44	0	0	0	0	26	0	0	0	0

*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?

We typically do not do referrals but instead rely on different methods to ensure safe, connected behavior. We promote Social Emotional Learning in all classes and train teachers on Trust Based Relational Interventions. When students need administrative help, we problem solve with the parent, teacher, and student to make a plan to repair the harm and be more successful next time. As a result of this we have very few referrals and the only ones are for physically aggressive behavior.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bryker Woods Elementary

SY 20-21 MAP Growth BOY to EOY

| | English | | | | | | | | | Spanish | | | | | | | | |
| | BOY | | | | EOY | | | | Change | BOY | | | | EOY | | | | Change |
Grd	# 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	Above Avg	Above Average BOY-EOY
1	48	4	4	92	48	21	13	67	-25	0	0	0	0	0	0	0	0	0
2	51	6	10	84	64	19	25	56	-28	0	0	0	0	0	0	0	0	0
3	75	7	11	83	72	18	11	71	-12	0	0	0	0	0	0	0	0	0
4	60	4	8	80	51	20	12	69	-11	0	0	0	0	0	0	0	0	0
5	74	12	12	84	73	12	19	68	-16	0	0	0	0	0	0	0	0	0
All	308	6	9	84	308	18	16	66	-18	0	0	0	0	0	0	0	0	0

MAP Growth Reflection Question: Over the course of the year students did not make adequate progress to be considered above average at the end of the year. This could be a result of students with disrupted education or ineffective virtual instruction. This year, we will need to monitor growth and have the added advantage of a MOY test. Almost all students are engaged in consistent, high quality instruction while in person.

SY 20-21 TELPAS Progress

| | Composite Progress for 2020 Cohort | | | | | Listening Progress | Speaking Progress | Reading Progress | Writing Progress |
| | 2020 | | 2021 | | 2020 to 2021 | 2021 | | | |
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K									
1									
2	2	*	*	*	*	*	*	*	*
3	1	*	*	*	*	*	*	*	*
4	1	*	*	*	*	*	*	*	*
5									
All									

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

We only have a few EL's on campus which provides us the opportunity for targeted, individualized instruction. We have found that looking at individual students is more beneficial than whole group data due to the sample size. One trend that we have noticed is that students need more practice with the testing format of TELPAS than was typically provided. We will have additional practice sessions where we observe students using the program and intervene before the actual test date.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bryker Woods Elementary

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

2021 STAAR	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
Math	03	60	80	67	33	17	1	100	*	*	*	9	69	56	33	1	44	86	70	32	18
Math	04	62	93	81	50	32	2	100	*	*	*	16	100	56	25	19	40	91	90	63	40
Math	05	61	82	82	54	31	1	100	*	*	*	8	67	75	50	38	49	84	82	55	29
Math	All	183	85	77	46	27	4	100	*	*	*	33	80	61	33	18	133	87	80	50	29
Reading	03	60	80	87	68	42	1	100	*	*	*	9	69	78	56	33	44	86	89	73	48
Reading	04	62	93	85	63	44	2	100	*	*	*	16	100	63	38	19	40	91	98	78	58
Reading	05	61	82	97	72	56	1	100	*	*	*	8	67	99	50	50	49	84	96	76	57
Reading	All	183	85	92	68	47	4	100	*	*	*	33	80	76	45	30	133	87	94	75	54
Writing	04	64	93	71	40	15	2	100	*	*	*	15	94	53	20	13	40	91	83	53	15
Science	05	61	82	89	51	25	1	100	*	*	*	8	67	75	50	13	49	84	90	53	27

2021 STAAR	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	5	63	40	20	20	1	100	*	*	*	7	78	29	1	1	16	89	56	19	1
Math	04	4	80	*	*	*	2	100	*	*	*	6	100	33	17	17	13	100	54	15	8
Math	05	10	77	90	40	30	1	100	*	*	*	3	100	*	*	*	7	100	57	1	1
Math	All	19	73	74	37	21	4	100	*	*	*	16	89	38	13	6	36	95	56	14	3
Reading	03	5	63	60	60	40	1	100	*	*	*	7	78	71	29	14	16	89	81	56	31
Reading	04	4	80	*	*	*	2	100	*	*	*	6	100	33	1	1	13	100	54	8	8
Reading	05	10	77	99	70	60	1	100	*	*	*	3	100	*	*	*	7	100	86	28	1
Reading	All	19	73	79	63	47	4	100	*	*	*	16	89	63	25	6	36	95	72	33	17
Writing	04	5	100	17	<1	<1	2	100	*	*	*	6	100	17	<1	<1	13	100	23	8	<1
Science	05	10	77	90	50	30	1	100	*	*	*	3	100	*	*	*	7	100	71	<1	<1

STAAR/EOC reflection question: What trends do you observe in mastery for your students from historically underserved student groups?

Bryker Woods has much of the same predictability of success based on race and income that many schools do. We need to address this by ensuring high quality, culturally responsive teaching for all students. Data regarding race and academic performance will be addressed in weekly PLC meetings and tracked across assessment types this school year.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs[2]	Forecast 5	0%	0%	0%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	5.88%	8.24%	4.00%

Advanced Academics reflection questions:

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

Each year we make class lists as a group and have a comprehensive list of all elements that need to be considered. As a result, students identified as GT are always placed in clusters.

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

AP Emily Murr hosts a Parent Principal Coffee that is recorded and posted on Livingtree. In this session she goes over the identification process and steps that need to be taken by parents. The principal advertises this session as well as posts newsletters about the GT program on Livingtree.

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

As a campus, we need to look at identification numbers across all demographics and nominate students that we think might be a good match for services. We typically rely on parent nominations but that leaves out some student groups. ds

[2] 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
CAMPUS	E	0	E		E	E	E		E	E	E		E	C	E		E	R	E	

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).

QUESTION: IS IT ONLY FOR LAST YEAR OR FOR ANY OF THE LAST 3 YEARS?

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	Not available yet	Not available yet	Not available yet
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	Not available yet	Not available yet	Not available yet

% of African American SpEd students	SEEDS	Not available yet	Not available yet	Not available yet
% of Initial, Transfer, and Annual ARDs held on time	CRTE	Not available yet	Not available yet	Not available yet
% parent participation for ARD meetings	CRTE	Not available yet	Not available yet	Not available yet
% 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	0%	0%	0%

Special Populations reflection:

We were told that these numbers are not available yet.

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
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	57	1	7	46	0	0	0	3	10	1	3	<25	57	0			
Growth Score	68%			66%									68%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y			N									Y		2	3	67%

Math #PM Tests	58	1	8	46	0	0	0	3	10	1	3	<25	58	0			
Growth Score	48%			49%									48%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N			N									N		0	3	
Total															**2**	**6**	**33%**

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from historically underserved student groups?

We see that the numbers of historically underserved groups lag slightly behind that of white and all students. Special education students were the only group under 60%. Overall the growth score needs to improve dramatically to hit the target score.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	456	425	402	372
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate	79%	84%	89%	88%
	Managing Student Conduct	62%	80%	86%	82%
	Principal Leadership	69%	84%	89%	96%

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?
The enrollment of Bryker Woods has steadily declined since 17-18. This trend started before covid so I only think a small part if it is pandemic related. Although I am still new to this campus, I believe there are two main factors driving this tend. One is a lack of overall teacher quality, or the perception that this is the case. Many of the teachers that were part of this issue are no longer on the campus. It is my job to raise the status of my teachers in the community and show off the positive ways they are supporting students. I also need to address the remaining teacher quality concerns on the campus.

The other factor is that the campus doesn't have any type of special program used to recruit or retain students. I am working with the PTA to explore options to create a real selling point for the school.

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.

	1-Support Needed	2-Developing	3- Meets Expectations	4-Exceeds Expectations
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website		X		

Phone/Voicemail/Email Practices		X		
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization				X
Facility & Operations				
Grounds		X		
Safety Protocols			X	
Signage			X	

Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?

We are working on addressing the website currently which should give us a better score in that area. We have also addressed many grounds issues and have been working collaboratively with the PTA Building and Grounds Committee to make improvements.

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

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.

INSTRUCTIONS: (Hide when downloading PDF)
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 I, L, and O.
2019 or 2021 Results (column F):
Use 2019 results if participation rate in 2021 was lower than 80%.

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.

Downloading PDF of AISD Data Tracker:
Hide instructions row #1
Click File from tool bar above and select download: PDF document

Campus Name: Bryker Woods

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						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.	90%	SCA 1	90%	-	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	All	Reading	Meets	68%	SCA 1	70%	-	SCA 2	70%	-	SCA 3	70%	-	STAAR	70%
	All	All	Reading	Masters	47%	SCA 1	50%	-	SCA 2	50%	-	SCA 3	50%	-	STAAR	50%
	All	All	Math	App.	77%	SCA 1	90%	-	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	All	Math	Meets	46%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	Math	Masters	27%	SCA 1	30%	-	SCA 2	30%	-	SCA 3	30%	-	STAAR	30%
	All	All	Science	App.	89%	SCA 1	90%	-	SCA 2	90%	-	SCA 3	90%	-	STAAR	90%
	All	All	Science	Meets	51%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	Science	Masters	25%	SCA 1	30%	-	SCA 2	30%	-	SCA 3	30%	-	STAAR	30%
	All	Emer. Bilingual	Reading	Meets	NA	SCA 1	*	-	SCA 2	*	-	SCA 3	*	-	TELPAS	*
Strategic Plan Scorecard Elements	All	African American	All	Meets	25%	SCA 1	35%	-	SCA 2	35%	-	SCA 3	35%	-	STAAR	35%
	All	Hispanic	All	Meets	65%	SCA 1	70%	-	SCA 2	70%	-	SCA 3	70%	-	STAAR	70%
	All	Emer. Bilingual	All	Meets	NA	SCA 1	*	-	SCA 2	*	-	SCA 3	*	-	STAAR	*
	All	Special Education	All	Meets	28%	SCA 1	35%	-	SCA 2	35%	-	SCA 3	35%	-	STAAR	35%
	3rd	All	Reading	Meets	47%%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	3rd	All	Math	Meets	33%%	SCA 1	50%	-	SCA 2	50%	-	SCA 3	50%	-	STAAR	50%

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
64	91	A