

ZILKER EL

Zilker Elementary Campus Improvement Plan 2021/2022

"A Great Place for Kids"



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Campus Mission

THE MISSION

of

Zilker Elementary School

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

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.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

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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) 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 Whole Child, Every Child committee that meets to monitor campus goals. SC:1, SC:5 (Strategic Priorities: 1)	CATCH Team	October 15		Criteria: Meeting agendas and meeting minutes with list of attendees and clear next steps. 10/30/21 - On Track
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights (Strategic Priorities: 1,2)	CATCH Team	May 2022		Criteria: Community Connection newsletters, Meeting agendas, Website postings 10/30/21 - Some Progress
3. Connect the Whole Child, Every Child focus with the counseling services offered for students and implementation into classroom lessons. (Strategic Priorities: 1,2)	CATCH Team, Counselor	May 2022		Criteria: Classroom lessons, Counseling Small groups, Teacher morning meeting focuses. 10/30/21 - On Track

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Objective 2. (Social and Emotional School Climate) By the end of SY 21-22, the campus will provide SEL support to all students through counseling and teacher services.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselor will meet with every student as they transition back to school this year and re-build relationships with every child through mini-meeting check ins. SC:2, SC:4, SC:5 (Strategic Priorities: 1)	Counselor	December 2021		Criteria: Google form of each meeting is recorded. 10/30/21 - Completed
2. Counselor will share monthly SEL topics and themes with families and staff that focus on the social and emotional skills students are learning in class. Counselor will provide resources for families on the topic of the month. (Strategic Priorities: 1,2)	Counselor	May 2022		Criteria: Tracking through staff and family newsletters as well as implementation in the classroom measured by anecdotal tracking and observation notes. 10/30/21 - On Track
3. Counselor will send a needs assessment to families to gather input and data regarding the social and emotional needs of our students. (Strategic Priorities: 1,2)	Counselor	Winter 2022		Criteria: Results of the survey will be used to guide continued services and focuses for SEL 10/30/21 - Some Progress

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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. (Family Engagement) According to the Austin ISD Family Survey in Spring of 2022, we will increase our response for "I consistently receive good customer service" from 91% to 100%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly/Biweekly communication sent home to parents in the form of a Community Connections Newsletter. Newsletter includes email addresses for zilker@austinisd.org and principal for direct interactions and collaboration with families as needed. (Strategic Priorities: 1,2)	Administrators	Weekly through May 2022		Criteria: Track the number of clicks each community connection newsletter attracts to ensure it is being accessed. 10/30/21 - On Track
2. Hold at least 8 regular Campus Advisory Council meetings each year. Campus Advisory Council meeting minutes available and accessible upon request. SC:7 (Strategic Priorities: 1,2)	Administrators, CAC Members	Monthly through May 2022		Criteria: Meetings are held on a regular schedule and minutes posted within two days of meeting and included in the next Community Connections sent to all families. 10/30/21 - On Track
3. Create a classroom spotlight to share with parents the instruction that happens on campus through the year, then how they can connect this to actions steps to take at home. (Strategic Priorities: 1,2)	Administrators	Weekly through May 2022		10/30/21 - Some Progress
4. Schedule a balance of events to meet the needs of all families: in-person and zoom, school hours and after school hours. (Strategic Priorities: 1,2)	Administrators, CAC Members, Counselor, PTA, Teachers	May 2022		Criteria: Track attendance at each event to ensure a growing number of participants. Data track if we are meeting all students families, or the same pocket of parents. 10/30/21 - On Track

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Goal 2. (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 1. (ESF Essential Action 2.2) By the end of the 21-22 school year, each teacher will have two formal and eight informal walkthroughs with feedback and goal setting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. SC:3 (Strategic Priorities: 1,2)	Administrators, Teachers	May 2022		Criteria: Teachers will show growth in defined areas based on reports from their PPFT reports. 10/30/21 - On Track
2. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. SC: 3 (Strategic Priorities: 1,2)	Administrators, Teachers	May 2022		Criteria: Evidence of observation and follow-up is in the campus walkthrough tracking document. 10/30/21 - On Track
3. Teachers begin to volunteer to observe each other to collaborate as a team on their teaching craft. SC:4 (Strategic Priorities: 1,2)	Administrators, Teachers	May 2022		Criteria: Teachers document when they observe another teacher and the number of observations increases each month. At the end of the year the goal is to have 60 peer observations through the school. 10/30/21 - Some Progress

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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)) Each week teachers will meet as Collaborative Teams to plan from student performance on teacher created common formative assessments based on high-leverage TEKS. Instruction will be adapted, intervention or enrichment provided based on the results of the analysis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers track the progress of individual students (high leverage TEKS) in order to identify students that would benefit from intervention and enrichment. SC:3, SC:6 (Strategic Priorities: 1,2)	Administrators, Teachers	May 2022		Criteria: Student growth is monitored from collaborative team meeting agendas, data tracking forms, and groupings for reteach and enrichment opportunities. 10/30/21 - Some Progress
2. Prioritize a master schedule that focuses on ensuring teams have time together to collaborate and focus on student learning during the work day and interventions are provided during the school day without missing Tier 1 instruction. SC:3, SC:6 (Strategic Priorities: 1,2)	Administrators, Teachers	May 2022		Criteria: Master schedule is developed and maintained through the school year, while ensuring events that are brought in do not disrupt this time. 10/30/21 - Completed
3. Teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning. SC:3, SC:6 (Strategic Priorities: 1,2)	Administrators, Teachers	May 2022		Criteria: Teachers create exemplar samples to guide instruction and create success criteria for students. Exemplars are stored with the grade level to use for future planning 10/30/21 - Some Progress

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Goal 4. (Increased Enrollment) Austin ISD is committed to ensuring children are college, career, and life ready. Every day and in every classroom from Pre-K to 5th grade, we offer a safe and healthy school environment that is academically rigorous and supported by a nationally-recognized focus on social-emotional learning.

Objective 1. (Increased Enrollment) 85% of current students will choose to remain at Zilker Elementary and be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and post on attendance board that is shared with admin and registrar. (Target Group: All,H,W,AA,ECD,ESL,LEP)	Administrators, Registrar	October 2022		Criteria: - Completion percentage of the weekly registration status for the campus. 10/30/21 - Some Progress 08/31/21 - Pending
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. This will be on the same tracking document as the previous strategy. (Target Group: All,H,W,AA,ECD,ESL) (Strategic Priorities: 1,2)	Administrators, Registrar	October 2022		Criteria: Completion percentage of the tracking document. 10/30/21 - Some Progress
3. Principals conduct exit interviews with students considering leaving - create a "red flag" list. (Target Group: All,H,W,AA,ECD,ESL,LEP) (Strategic Priorities: 1,2)	Administrators	May 2022		Criteria: Creation of consistent set of questions to be used in the exit interview with notes from each one. Compiled to find patterns and consistencies that as a campus we can take action on. 10/30/21 - On Track
4. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All,H,W,AA,ECD,ESL,LEP) (Strategic Priorities: 1,2)	Administrators, Registrar	May 2022		Criteria: Weekly goals for student registration Week 1 - 25% Week 2 - 40% Week 3 - 60% Week 4 - 70% Email specific families who have not registered for a reminder Week 5 - 80% Make phone calls for families who have not registered for a reminder Week 6 - 85% 10/30/21 - On Track

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Goal 4. (Increased Enrollment) Austin ISD is committed to ensuring children are college, career, and life ready. Every day and in every classroom from Pre-K to 5th grade, we offer a safe and healthy school environment that is academically rigorous and supported by a nationally-recognized focus on social-emotional learning.

Objective 1. (Increased Enrollment) 85% of current students will choose to remain at Zilker Elementary and be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Post to social media at least weekly to provide visibility to campus communities. (Strategic Priorities: 1)	Administrators, Counselor	Sept 2021- July 2022		Criteria: Track the engagement with the social media posts via likes etc.. 10/30/21 - Some Progress

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Goal 5. (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) By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the website section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with the PTA who has traditionally run the website to get it updated and share access with campus. (Strategic Priorities: 1)	Administrators, PTA	October 2021		Criteria: School website is updated with current information for the 2021-2022 school year. 10/30/21 - Completed
2. Create and maintain a system of updating the website with current events for the school between the PTA and the administration on campus. (Strategic Priorities: 1)	Administrators, PTA	May 2022		Criteria: Each month a check will be done on the website to ensure it is staying current. 10/30/21 - On Track
3. Ensure website is compliant with accessibility features. (Strategic Priorities: 1)	Administrators	October 2022		Criteria: Website follows all of Austin ISD guidelines. 10/30/21 - 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.

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.

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.

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.

ZILKER EL Site Base

Name	Position
Stapleton, Steven	Executive Director
Pitts, A.J.	Principal
Hallmark, Hannah	Assistant Principal
Vreeland, Elizabeth	Counselor
Nic Ruairi, Deirdre	CAC Staff Co-Chair
Ip, Lindsey	CAC Co-Chair (non staff)

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 - Zilker 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	77%	52%	100%	80%	100%	67%	100%	91%	61%	25%	100%	75%
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.)

- We will be implementing changes in order to raise our Family Engagement score. Some of these changes involve uniting with our PTA to ensure the entire community is involved in decision making and participating in our Zilker community at their desired levels.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zilker 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	570	13					184		2	2		332		1			240				
2018-2019	536	7					161		8	2		326		4			229		6	1	
**2019-2020	509	9					147					311		5	2		217				
		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	570	330		4	3		122		1	1		68		4	3						
2018-2019		307		6	1		98		5	1		63		11	2						
**2019-2020		292		5	2		99		4			78		4							

*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](#)?

- This data raises a lot of questions that need to be reflected on along with pulling additional data points.
 - How many referrals were written for students, not just the ones here that resulted in suspensions?
 - For the suspensions here, what were the prior actions taken united with the student and family to improve the situation?
 - How did the suspension affect the student and their return to campus or class?
- From seeing more data and diving into these reflective questions, as a campus we will begin to see the best steps to working with all of our students, with the goal of keeping them in school and in class.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zilker Elementary

SY 20-21 MAP Growth BOY to EOY

English										Spanish									
Grd	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		Above Avg
1	70	9	7	84	67	18	21	61	-23										
2	2	*	*	*	59	31	14	56											
3	59	2	15	83	0														
4	89	4	12	83	6	0	67	33											
5	69	7	9	84															
All																			

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

- Growth is unable to be tracked due to lack of testing at BOY/EOY
- We will have a 100% participation rate for MAP this school year to ensure we are meeting students growth for the year.

SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort				2020 to 2021 Change	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020	2021				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									
1					1	1	1	1	
2					2	2	2	3	
3					2	2	2	2	
4					1	1	1	1	
5					3	3	3	4	
All									

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

Students are making growth in writing at the early grades and late grades. However, in the middle (3,4) - we are not seeing that same progress.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zilker Elementary

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

	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged					
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# 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	46	77	78	37	13	1	50				8	80	38	13	13	33	75	88	48	15					
	Math	04	59	67	80	46	24	1	100				19	79	63	21	11	36	64	86	56	28					
	Math	05	57	85	86	56	37						18	86	72	39	28	36	88	94	64	39					
	Math	All	162	75	81	47	25	2	50				45	82	62	27	18	105	74	90	56	28					
	Reading	03	45	75	89	62	44	1	50				8	80	75	38	25	32	73	91	72	53					
	Reading	04	60	68	88	65	42	1	100				19	79	74	58	26	37	66	95	68	49					
	Reading	05	58	84	97	74	60						19	83	89	53	32	36	88	99	83	72					
	Reading	All	163	75	91	67	49	2	50				46	81	80	52	28	105	74	95	74	58					
	Writing	04	53	60	74	32	9	1	100				16	67	69	44	19	34	61	74	24	6					
	Science	05	58	83	74	48	17	0					19	83	47	32	16	36	86	89	58	17					

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	7	70	43	29	0	3	100				3	33				3	38									
Math	04	12	75	58	25	8	3	100				8	73	50	25	13	12	75	67	25	8						
Math	05	6	50	67	50	17	4	100				7	64	71	43	14	10	83	90	20	0						
Math	All	25	66	56	32	8	10	100	20	10	0	18	58	56	28	11	25	69	68	20	4						
Reading	03	7	70	86	43	14	3					3	33				3	38									
Reading	04	12	75	75	50	25	3					8	73	63	50	38	13	81	77	46	0						
Reading	05	6	43	83	50	50	4					8	67	88	50	38	10	77	100	40	20						

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Reading	All	25	63	80	48	28	10	100	50	20	0	19	59	68	42	32					
Writing	04	11	69	73	36	9	3	100				7	64	57	43	14	12	75	58	8	8
Science	05	6	43	50	50	0	4	100				8	67	63	50	0	10	77	60	30	0

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

- Masters level performance is on average far below for our hispanic students than it is for our white students.
- Same thing for our economically disadvantaged students, especially in math.
- Masters level in math is below reading across the board, and historically has been.

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	10.77%	10.60%	7.27%

Advanced Academics reflection questions:

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

- We ensure all identified GT students are in classes with students of like ability for either part or the whole day to ensure they are interacting with all their peers.

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

- We will ensure communication is sent out and offer ways for parents to ask questions as needed. We as a campus will also personally be in touch with parents of students we have data on to support the need for advancement opportunities.

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

- We analyze each student's performance on assessments that go across the content and on isolated standards to ensure we are finding each students area of strength and then providing enrichment opportunities in those areas as needed.

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	R	E	E		E	R	E		E	R	E		E	E	E		E	E	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).

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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			
Special Populations reflection:				

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		19	35		1		2	6	4	8		53	4			
Growth Score	82			84									80				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	y			y									y				
Math #PM Tests	56	0	18	35	0	1	0	2	6	4	7		52	4			
Growth Score	64			67									64				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	n			n									n				
Total																	

*EL Current and Former

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

Our Hispanic population doesn't have their scores accounted for here. However, based on other data and indicators, we would not meet the target here for growth. Also again, it is the math that we are not seeing the growth needed per student.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	546	524	497	449
	Students in enrollment area				297
Transfers	Transfers to other AISD schools				41*
TELL Survey	General School Climate	96	94	98	91
	Managing Student Conduct	95	97	95	97
	Principal Leadership	97	84	96	88

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?
There is a LARGE drop from 18 to 19 and again 19 to 20 and this is pre-pandemic which means it is site based.

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>
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				

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Campus culture of respect practices and goals			x	
Customer service prioritization			x	
Facility & Operations				
Grounds			x	
Safety Protocols			x	
Signage			x	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>Campus Website is where we will focus this school year. It reflects the outward face of Zilker and we want it to first be accurate for this school year and second show who we are within our community.</p>				

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

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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

Campus Name: Zilker 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.	95%	SCA 1	95%	69%	SCA 2	97%		SCA 3	100%		STAAR	100%
	All	All	Reading	Meets	73%	SCA 1	73%	44%	SCA 2	78%		SCA 3	83%		STAAR	83%
	All	All	Reading	Masters	50%	SCA 1	50%	29%	SCA 2	55%		SCA 3	60%		STAAR	60%
	All	All	Math	App.	93%	SCA 1	93%	80%	SCA 2	97%		SCA 3	100%		STAAR	100%
	All	All	Math	Meets	63%	SCA 1	63%	60%	SCA 2	68%		SCA 3	73%		STAAR	73%
	All	All	Math	Masters	42%	SCA 1	42%	44%	SCA 2	47%		SCA 3	52%		STAAR	52%
	All	All	Science	App.	86%	SCA 1	86%	75%	SCA 2	91%		SCA 3	96%		STAAR	96%
	All	All	Science	Meets	65%	SCA 1	65%	49%	SCA 2	70%		SCA 3	75%		STAAR	75%
	All	All	Science	Masters	31%	SCA 1	31%	20%	SCA 2	41%		SCA 3	50%		STAAR	50%
	All	Emer. Bilingual	Reading	Meets	15%	SCA 1	15%	9%	SCA 2	35%		SCA 3	50%		TELPAS	50%
Strategic Plan Scorecard Elements	All	African American	All	Meets	50%	SCA 1	50%	29%	SCA 2	55%	0%	SCA 3	60%	0%	STAAR	60%
	All	Hispanic	All	Meets	53%	SCA 1	53%	40%	SCA 2	58%	0%	SCA 3	63%	0%	STAAR	63%
	All	Emer. Bilingual	All	Meets	23%	SCA 1	23%	14%	SCA 2	37%	0%	SCA 3	50%	0%	STAAR	50%
	All	Special Education	All	Meets	55%	SCA 1	55%	24%	SCA 2	60%	0%	SCA 3	65%	0%	STAAR	65%
	3rd	All	Reading	Meets	68%	SCA 1	68%	3%	SCA 2	73%		SCA 3	78%		STAAR	78%
	3rd	All	Math	Meets	57%	SCA 1	57%	32%	SCA 2	62%		SCA 3	67%		STAAR	67%

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	
77	94	A	