

# IKKER EL

## **Bernice Kiker Elementary Campus Improvement Plan 2021-2022 2021/2022**

*Kiker Comets Soaring to Success*



Cory Matheny  
5913 La Crosse Ave, Austin, TX 78739  
5124142584  
cory.matheny@austinisd.org

Date Reviewed:

Date Approved:

## **Campus Mission**

We believe that ALL Kiker Comets can learn and become successful academically, physically, socially, emotionally, and behaviorally. These various strengths, differences, and talents will be used to help students learn and grow. All students have struggles, weaknesses, and learning needs. Therefore, we strive every day to reach new academic, physical, social, emotional, and behavioral goals, working to ensure that every child is prepared to meet the challenges they encounter in college, career, and life.

## **Campus Vision**

In order to be successful in and out of school students need to learn a set of social and emotional competencies – integrity, resiliency, compassion, courage, and connection – and a set of academic competencies – academic mindset, perseverance, learning strategies, and academic behaviors.

## **Campus Values**

Our core belief statement includes our adopted school-wide values of:

- Integrity
- Resiliency
- Compassion
- Courage
- Connection

These social constructs will be our environmental milieu and collectively we will consistently celebrate, teach, and model these expectations at every turn. Our renewed focus on a growth mindset will use these expectations as levers for our coaching and learning sessions with students

## **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.

# KIKER 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) By the end of SY 21-22 the campus will achieve at least a 70% rating on each of the 11 rating areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will develop a CSH Team that will meet quarterly to discuss and address CSH topics of need from last year's report, identify areas of opportunity, and review progress. (3) (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 1)	CATCH Team	Team Developed by 9/30,		Criteria: Criteria: monthly meeting agendas and meeting minutes with list of attendees and clear next steps.  10/31/21 - Significant Progress
2. The CSH Team will design the outdoor learning spaces to benefit student learning to promote positive learning and positive relationships with teachers and peers (4) (Target Group: All)	CAC Members, CATCH Team, PTA	spring 2022		Criteria: creation of two outdoor learning zones  12/06/21 - Completed (S)

# KIKER 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 2.** (Family Engagement) The CATCH Team will address family engagement by adding quarterly updates regarding the CATCH events to the Kiker Comments Newsletters and providing an update at each of the 8 CAC meetings and will address positive and health relationships with teachers and peers. (4)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council (CAC) meetings each year. Ensure parent representation on the CAC. (3) (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 3)	CAC Members, CATCH Team, Principal	1st 9 weeks, ongoing		Criteria: CAC Agendas and minutes and attendance sheets. CAC - Sept, Oct, Nov, Dec all successful. No Jan meeting  12/06/21 - On Track 10/04/21 - On Track
2. Have a standing CAC agenda item for coordinated school health items to emphasize our commitment to a sense of empowerment and safety. (5) (Target Group: All)	CAC Members	21-22 school year		Criteria: Cac meeting minutes, agendas.  12/06/21 - On Track 10/04/21 - On Track
3. In March agenda, we will include time for analysis of current memberships representation in relation to campus demographics. If there are gaps, a goal will be co-created to better recruit and align our CAC membership with representation that is aligned to our student body. (6) (Target Group: All)	Administrators, CAC Members	March Meeting		Criteria: Criteria - minutes/agenda, application for CAC memberships  10/31/21 - Pending

# KIKER 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 3.** (Physical Environment) In order to raise the score from last year's score in physical environment (59%) to a passing score of 70% or higher we will add outdoor learning spaces and a track to promote a well maintained facility including safe spaces for art instruction and support of cultural identity (7).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will add outdoor learning spaces with cluster groups of picnic tables in two or more locations on campus. PTA has passed the budget item for \$3,000 towards improved outdoor spaces. (7) (Target Group: All) (Strategic Priorities: 1)	Beautification Committee, Bookkeeper, PTA	12/20/21	(O)Other - \$3,000	Criteria: Schedule / sign ups for outdoor spaces Daily/weekly use of outdoor areas  12/06/21 - Completed 10/31/21 - Completed
2. We will update our water fountains and provide water bottle fillers as aligned with district goals. (7) (Target Group: All) (Strategic Priorities: 1)	Administrators, Bookkeeper, District Departments	21-22 school year		Criteria: Installation of 1 water bottle filler per 100 students. Goal is for a total of 7. Progress toward goal will be a total of 4.  10/31/21 - No Progress
3. Work with AISD grounds crew to establish a running track area on campus. (7) (Target Group: All) (Strategic Priorities: 1,3)	Assistant Principal, District Departments	21-22 school year		Criteria: Creating of a schedule for installation, then installation  12/06/21 - On Track 10/04/21 - On Track

# KIKER 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.** (Social, Emotional, Culturally Proficient, and Inclusive Learning Environment) The library and admin team will partner to promote all weeks and months of cultural heritage celebrations by providing information to the whole campus in the daily announcements. We will focus on inclusive curriculum centering language on racial and cultural identities. (6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will use the recognition calendar to stayed aligned with district events to promote racial and cultural identities and recognize the gifts and talents of all people. (2, 6) (Target Group: All,H,AA,ESL,SPED,F,Dys) (Strategic Priorities: 1)	Administrators, Librarian	ongoing, Monthly		Criteria: Checklist of each month's celebrations that were used in the morning announcements with a minimum of two per month.  10/31/21 - Significant Progress 10/04/21 - Significant Progress
2. The morning announcement video on Mondays will be led by our 5th grade leadership team and include a 'person of the week' that represents accomplished people from diverse backgrounds to promote recognition and cultivation of gifts, talents, and interests of all. (2) (Target Group: All)	Principal, Students	weekly starting Oct 1		Criteria: Videos include a person of the week.  12/06/21 - On Track 10/31/21 - On Track
3. Kiker will apply to be an SEL seed model campus and incorporate a goal related to cultural proficiency and inclusiveness based on the needs of the student survey. (2, 6) (Target Group: All)	Administrators, Counselor	21-22 school year		Criteria: Successful completion of SEL / CPI team seed model campus goal.  12/06/21 - On Track 10/31/21 - On Track 10/04/21 - On Track

# KIKER EL

**Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) To promote our core values of Integrity, Resiliency, Courage, Compassion, and Connection as well as being a cultural proficient and experience staff, we will use weekly positive office referrals a minimum of 30/36 school weeks to celebrate student success in the above values across all grades and demographics. (1)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train staff on Positive office referrals on 9/9. (Target Group: All) (Strategic Priorities: 1,3)	Administrators, Counselor, Teachers	Training on 9/9		Criteria: Completion of training. 10/04/21 - Completed
2. Promote and define the words aligned with our mission, vision and values for staff during our faculty meetings. (1, 4, 5, 6) (Target Group: All)	Administrators, Teachers	21-22 school year, weekly		Criteria: Agenda/ slides for meetings 10/04/21 - Some Progress
3. Promote and define the words aligned with our mission, vision, and values with students during our student led video morning announcements. (4,5,6) (Target Group: All) (Strategic Priorities: 3)	Administrators, Students	on going		Criteria: Morning announcement videos 10/04/21 - Some Progress
4. Now that all staff have been training: 1) Provide training for new hires such as counselors, TAs and potential new hires due to retirements/resignations as well as new teachers due to the end of the virtual program. (Target Group: All) (Strategic Priorities: 1,3)	Administrators, Department Chairs	Quarterly		Criteria: At the end of each 9 weeks, any new staff who have joined Bernice Kiker Elementary received training on positive office referrals. 11/14/21 - Some Progress

# KIKER 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)) To achieve data driven instruction across all classrooms with high expectations and support to meet those high expectations, we will hold bi-monthly PD during faculty meetings with an agenda that includes: analyze high leverage TEKS, create a know/show chart, create a teacher exemplar, analyze student work from previous high leverage TEKS, create intervention plan. (3)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Agenda will be provided at each PD meeting to include all steps necessary. Complete of these items are the exit ticket for the meeting. (1) (Target Group: All) (Strategic Priorities: 2)	Administrators, PLCs	Twice a month		Criteria: Agendas and exit tickets for each PD session.  10/04/21 - Some Progress
2. Analyze data to look for trends that align with traditionally underserved groups and create action steps to address gaps. (3, 6) (Target Group: All) (Strategic Priorities: 2)	General Ed and Sped Teachers	21-22 school year		Criteria: data meeting notes, assessment data, observation and feedback notes.  10/31/21 - Some Progress



# KIKER 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 2.** (Advanced Academics) Increase community awareness of GT programming by hosting two GT parent sessions, one each semester to promote a sense of belonging and empowerment. (5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will host two parent information sessions about the GT program, one during each nomination window. (3, 4) (Target Group: GT) (Strategic Priorities: 2,3)	GT Advocate	September and October		Criteria: Successful completion of two events.  12/06/21 - Completed 10/04/21 - Completed 10/04/21 - Completed 10/04/21 - Completed
2. Actively seek qualified students of traditionally marginalized groups to participate in the GT nomination/testing process to set high expectations for all students and create learning environments that are centered around inclusive classrooms that promote cultural and racial identities. (1, 3, 5, 6) (Target Group: H,AA,ECD,ESL,SPED,AtRisk,Dys) (Strategic Priorities: 2,3)	General Ed and Sped Teachers, GT Advocate	Sept - November		Criteria: Nomination forms for GT testing  10/31/21 - Significant Progress 10/04/21 - Some Progress

# KIKER EL

**Goal 4.** (Increased Enrollment) Kiker Elementary will participate in two events in the fall and two events in the spring to recruit and retain student enrollment.

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 775 to 790 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. (5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. From April through May, registrar and front office staff will actively communicate weekly with all families, using both phone and email, to promote registration. (5) (Target Group: All) (Strategic Priorities: 1)	Parents, Registrar, Website Manager	April 1-June 1, 2022		Criteria: All families will receive two or more additional means of contact if they have not registered prior to May 1, 2022.  10/31/21 - No Progress
2. The front office staff will host two or more events to support families in online registration. (4) (Target Group: All) (Strategic Priorities: 1)	Office Staff, Registrar	April 15- May 1, 2022		Criteria: Two or more events for registration support.  10/31/21 - Some Progress
3. Monitor enrollment numbers weekly paying close attention to typically marginalized student groups (5). (Target Group: All) (Strategic Priorities: 1)	Administrators, Registrar	ongoing		Criteria: enrollment data  10/31/21 - Some Progress

# KIKER EL

**Goal 5.** (Exemplary Customer Service) Kiker Elementary will provide exemplary Customer Service by focusing on the safety of our community by consistently following the safety protocols of having the external doors locked, cameras monitored, and visitors greeted prior to receiving access to the building/being buzzed in."

**Objective 1.** (Exemplary Customer Service) Kiker Elementary will provide exemplary Customer Service by focusing on the safety of our community by consistently following the safety protocols of having the external doors locked, cameras monitored, and visitors greeted prior to receiving access to the building/being buzzed in.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly meetings with front office staff to evaluate checklist of: 1) external doors locked 2) cameras monitored 3) visitors warmly greeted prior to being buzzed in  (4, 7) (Target Group: All)	Office Staff, Parents, Principal	Monthly		Criteria: Checklists at monthly office meetings.  10/04/21 - Significant Progress
2. Front office staff will provide a script to all volunteers to ensure that all visitors are greeted warmly prior to entry into the building. (7, 4) (Target Group: All) (Strategic Priorities: 1)	Office Staff	August, September, ongoing		Criteria: Script is posted by phone. Each new volunteer is trained.  10/04/21 - Completed
3. All three front office staff will be trained on camera usage and viewing of the footage. (7) (Target Group: All)	Administrators, Office Staff	September		Criteria: Meeting notes from office staff meetings  10/04/21 - Completed
4. Provide quarterly assessment of customer service goals for continuity of service. (Target Group: All) (Strategic Priorities: 1)	Administrators	quarterly		Criteria: Quarterly have a 'secret shopper' assess that all goals in our customer service plan are successful based on checklist.  11/14/21 - 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.*

---

## 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.*

# KIKER EL Site Base

Name	Position
Matheny, Cory	Principal
Chapa Moore, Alma	Assistant Principal
Meyer, Kelly	Assistant Principal
Haschke, Christina	Teacher- CAC Chair
Heisterman, Katy	CAC Co-Chair
Huebner, Adrienne	CAC Member- parent
Lawley-Rereich, Lindsay	CAC Member- parent
Royo, Johanna	CAC Member- parent
Valdez - Streyle, Melissa	CAC Member- parent
Thelen, Ellen	CAC Member- parent
Trobman, Les	CAC Member- parent
Zarrad, Jeneya	CAC Member- parent
Cushing, Elizabeth	CAC Member- parent
Venable, Shannon	CAC Member- parent
Covert, Larry	CAC Member- Business Rep
Faulkner, Warren	CAC Community member
Bryson, Christopher	Teacher
Reiman, Kimberly	Teacher
Kruszona, Nicole	Teacher
Markwalter, Carol	Teacher
Vasquez, Eileen	Teacher
Barr, Valerie	Teacher
Samon, Kristi	Classified Staff Rep
Swint, Katherine	Teacher
Mulgaonker, Pooja	Special Education Teacher

## 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 - Bernice Kiker 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	85%	67%	80%	100%	100%	75%	100%	59%	89%	88%	92%	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%?

Upon reflecting on these scores above, we feel we can have the greatest impact on our overall coordinated school health in the implementation area by holding more frequent meetings to address the CSH needs throughout the year. The other area of need is physical environment. We will add the addition of picnic tables for outdoor learning spaces/ art spaces, as well as the track.



**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Kiker 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	1121	21	0	0	0	0	182	0	0	0	0	717	0	0	0	0		0	0	0	0
2018-2019	1122	18	0	0	0	0	184	0	0	0	0	721	0	1	0	0	509	0	0	0	0
**2019-2020	808	14	0	0	0	0	131	0	0	0	0	506	0	0	0	0		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			0	0	0	0	43	0	0	0	0	92	0	0	0	0					
2018-2019	1122	613	0	1	0	0	39	0	0	0	0	97	0	1	0	0					
**2019-2020	808		0	0	0	0	78	0	0	0	0	81	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 have had one referral in the last three years. We do not feel there is a need for growth in this area, however, it is an area to monitor for consistent results of no referrals.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Kiker Elementary

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

Grd	English									Spanish								
	BOY (Reading)				EOY (Reading)				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	Above Average BOY-EOY
1	123	9	10	104	122	19	17	89	15									
2	131	15	12	104	133	33	23	77	27									
3	119	17	16	86	119	11	19	89	-3									
4	140	7	15	118	117	10	24	83	35									
5	122	6	13	103	122	14	22	86	17									
All																		

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

The trends show that we have a lot of work to do to grow and maintain our student skills. The downward trend is an area of concern. We notice the greatest area of need is in 4th grade.

### 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						
1			6			17	17	17	17
2			2						
3			3						
4			5			100	60	60	83
5			2						
All			18			67	33	50	50

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components? Our students fair about the same across the components with 4th grade listening being the strongest and first grade (all) being the greatest area of need.

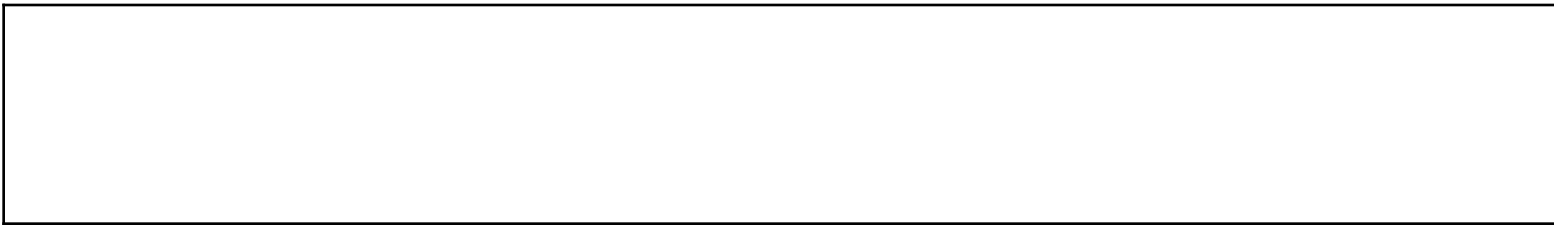
## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Kiker Elementary

### 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	88	72	92	64	39	2	67				13	59	92	54	31	55	72	91	62	33	
Math	04	93	65	85	63	38	0					13	45	77	46	15	63	68	87	65	38	
Math	05	70	56	93	69	39	2	67				13	59	99	54	31	45	56	91	71	33	
Math	All	251	65	90	65	38	4	57				39	53	90	51	26	163	65	90	66	35	
Reading	03	89	73	97	80	47	2	67				13	59	85	62	23	56	74	98	82	50	
Reading	04	93	65	90	65	42	0					13	45	85	46	8	63	68	92	62	43	
Reading	05	67	54	97	75	63	2	67				13	59	99	62	46	42	53	98	79	67	
Reading	All	249	64	94	73	49	4	57				39	53	90	56	26	161	65	96	73	52	
Writing	04	81	57	84	52	15	0					12	41	75	33	8	53	57	87	55	9	
Science	05	68	54	96	59	25	2	67				13	59	99	54	8	43	54	95	58	23	
	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	
2021 STAAR																						
Math	03	7	64	86	43	14	4	80				8	62	88	50	25	8	53	50	25	25	
Math	04	7	64	71	43	14	7	88	71	43	14	11	65	45	36	18	14	64	71	21	1	
Math	05	5	56	80	60	40	3	75				5	42	60	20	1	7	33	57	29	14	
Math	All	19	61	79	47	21	14	82	86	50	29	24	57	63	38	17	29	50	62	24	10	
Reading	03	7	64	86	43	1	4	80				8	62	99	75	38	8	53	63	38	13	
Reading	04	7	64	86	43	21	7	88	71	57	29	11	65	82	36	18	14	64	79	14	1	
Reading	05	5	56	80	80	60	3	75				5	42	80	40	1	7	33	86	43	29	
Reading	All	19	61	84	53	26	14	82	86	64	21	24	57	88	50	21	29	50	76	28	10	
Writing	04	7	64	86	29	29	7	88	57	29	1	10	59	60	30	1	10	45	80	1	1	
Science	05	5	50	80	60	1	3	75				5	42	40	40	1	7	33	57	29	14	

**STAAR/EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)? Third grade reading and 4th writing show unacceptable trends in masters level performance in historically underserved student groups.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Kiker Elementary



### 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	5.56%	5.88%	14.29%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	10.61%	10.73%	13.43%

#### Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)? We do a great deal of pre-planning for the year in May and all summer to ensure cluster grouping.

How are you communicating with all families about GT and/or advanced learning opportunities? We have the district website linked and we host two GT parent events per year.

How do you support a culture that provides advanced learning opportunities to all students? We required 100% of gen ed teachers to complete their GT training and 6 hour update each year to address the highly advanced needs of all students including those not yet identified.

<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	E	E		E	E	E		E	C	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).

### 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.		100%	100%

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Kiker Elementary

% of African American SpEd students	SEEDS		2%	2%
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE		95%	98%
% 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	3.3%	NA	7.7%

**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
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	64	2	12	40	0	9	0	1	5	7	5	<25	52	12			
Growth Score	72			74									67				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y			Y									Y				
-----																	
Math #PM Tests	67	2	12	43	0	9	0	1	5	7	5	,25	54	13			
Growth Score	63			60									65				
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

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)? We did not meet growth goals in any group in Math.

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Kiker Elementary

\*EL Current and Former

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	1,109	1,121	1,122	808
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate	90	91	83	89
	Managing Student Conduct	92	92	87	96
	Principal Leadership	75	97	81	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?  
The opening of Bear Creek Elementary was incredibly beneficial to relieve the incredible overcrowding of our campus.

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>				

**SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Kiker Elementary**

<b>Grounds</b>		<b>X</b>		
<b>Safety Protocols</b>			<b>X</b>	
<b>Signage</b>		<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?				
We are greatly focusing on our grounds to increase outdoor learning areas, outdoor art areas, and areas that promote healthy and safe identity spaces.				

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

## SY 21-22 CIP/TIP Comprehensive Needs Assessment - Bernice Kiker 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.





**Student Group: African American**

Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus Bernice Kiker Elementary School_2020-2021   2021-2022								
Grade   Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 4	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading		2 Students		*				
4 Reading		0 Students		*				
5 Reading		2 Students		*				
6 Reading		NA		*				
All Reading		4 Students		6: 83 33 17				Close to 90 on Approaches, next steps - more meets and masters
4 Writing		0 Students		NA	NA	NA	NA	
3 Math		2 students						
4 Math		0 Students						
5 Math		2 Students						
6 Math		NA						
All Math		4 Students		6: 100 17 1				100 approaches, next steps - more meets and masters
5 Science		2 Students		*				



Student Group: Hispanic

Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus: Bernice Kiker Elementary School_2020-2021 2021-2022								
Grade   Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 39	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading	100/85/46	85/62/23		19: 63 26 16				Next steps - break down by skill
4 Reading	100/86/48	85/46/8		15: 87 40 33				Grow meets
5 Reading	100/97/68	100/62/46		27: 85 70 48				Strong in meets and masters
6 Reading	NA	NA		NA	NA	NA	NA	
All Reading	100/90/55	90/56/26		61: 79 49 34				Strong in masters, need to increase foundational skills for all
4 Writing	93/69/21	75/33/8		NA	NA	NA	NA	
3 Math	96/65/50	92/54/31		18: 78 44 28				
4 Math	97/79/52	77/46/15		14: 93 70 50				strength
5 Math	99/94/84	99/54/31		27:93 52 32				Strength in App and Masters, grow the meets
6 Math	NA	NA		NA	NA	NA	NA	
All Math	98/79/63	90/51/26		59: 88 54 37				
5 Science	93/77/52	99/54/8		27: 93 44 22				Strength in approaches, grow meets and masters



**Student Group: White**

**Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.**

Campus: Bernice Kiker Elementary School_2020-2021 2021-2022								
Grade Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 163	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading	97/83/58	98/82/50		67: 66 28 13				Need foundational skills for decoding and comprehension
4 Reading	100/83/59	92/62/43		65: 89 51 42				Grow upon foundational skills
5 Reading	99/91/62	98/79/65		81: 85 68 38				Meets and Masters is a strength
6 Reading	NA	NA		NA	NA	NA	NA	
All Reading	99/86/60	96/73/52		213: 80 50 31				Masters is a strength, need for foundational skills to raise approaches
4 Writing	94/79/38	87/55/9		NA	NA	NA	NA	
3 Math	95/79/54	91/62/33		67: 90 60 48				Strength all around
4 Math	99/79/56	87/65/38		63: 87 63 54				Masters is a strength, next steps - foundational skills to grow approaches
5 Math	100/87/68	91/71/33		82: 90 65 46				strength
6 Math	NA	NA		NA	NA	NA	NA	
All Math	98/82/80	90/66/35		212: 89 63 49				strength
5 Science	90/62/32	95/58/23		124: 84 51 24				Next steps - grow all areas



**Student Group: Asian**

**Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.**

Campus: Bernice Kiker Elementary School_2020-2021   2021-2022								
Grade   Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 31	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading				13				
4 Reading				14				
5 Reading				9				
6 Reading				NA	NA	NA	NA	
All Reading				36				
4 Writing				NA	NA	NA	NA	
3 Math				13				
4 Math				14				
5 Math				9				
6 Math				NA	NA	NA	NA	
All Math				36				
5 Science				9				



Student Group: Native American

Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus: Bernice Kiker Elementary School_2020-2021 2021-2022								
Grade   Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 1	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading				*	*	*	*	
4 Reading				*	*	*	*	
5 Reading				*	*	*	*	
6 Reading				NA	NA	NA	NA	
All Reading				*	*	*	*	
4 Writing				NA	NA	NA	NA	
3 Math				*	*	*	*	
4 Math				*	*	*	*	
5 Math				*	*	*	*	
6 Math		NA		NA	NA	NA	NA	
All Math				*	*	*	*	
5 Science				*	*	*	*	



Student Group: Pacific Islander

Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus: Bernice Kiker Elementary School_2020-2021 2021-2022								
Grade   Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 0	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading				*	*	*	*	
4 Reading				*	*	*	*	
5 Reading				*	*	*	*	
6 Reading				NA	NA	NA	NA	
All Reading				*	*	*	*	
4 Writing				NA	NA	NA	NA	
3 Math		NA		*	*	*	*	
4 Math		NA		*	*	*	*	
5 Math		NA		*	*	*	*	
6 Math		NA		NA	NA	NA	NA	
All Math		NA		*	*	*	*	
5 Science				*	*	*	*	



**Student Group: Two or More Races**

Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus: Bernice Kiker Elementary School_2020-2021 2021-2022								
Grade   Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 13	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading				7				
4 Reading				5				
5 Reading				5				
6 Reading				NA	NA	NA	NA	
All Reading				17				
4 Writing				NA	NA	NA	NA	
3 Math				8				
4 Math				5				
5 Math				*				
6 Math		NA		NA	NA	NA	NA	
All Math				17				
5 Science				5				



**Student Group: Economically Disadvantaged**

Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus: Bernice Kiker Elementary School_2020-2021 2021-2022								
Grade   Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 19	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading	63/33/1	86/43/1		8: 38 25 13				Next steps: growth in all areas
4 Reading	100/60/60	86/43/29		5: 60 20 20				Next steps: growth in all areas
5 Reading	100/100/100	80/80/60		9: 78 44 33				Strength - masters, next steps foundational skills for all
6 Reading	NA	NA		NA	NA	NA	NA	
All Reading	83/50/33	84/53/26		22: 59 32 23				Next steps: growth in all areas
4 Writing	80/40/20	86/29/29		NA	NA	NA	NA	
3 Math	67/33/17	86/43/14		8: 100 63 63				100% passing, 63% masters
4 Math	100/60/60	71/43/14		*				
5 Math	100/0/0	80/60/40		9: 100 33 11				100% passing, grow advanced levels
6 Math	NA	NA		NA	NA	NA	NA	
All Math	83/42/33	79/47/21		21: 86 43 29				close, but need to grow in all areas
5 Science	0/0/0	80/60/1		9: 56 56 44				Strength - masters, next steps foundational skills for all





**Student Group: Emergent Bilingual**

Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus:Bernice Kiker Elementary School_2020-2021 2021-2022								
Grade   Content	18-19 STAAR Results	20-21 STAAR Results	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results	Win(s) and Next Steps
	# Tested: XX	# Tested: 14		Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX	# Tested: XX	
3 Reading		4 Students		*	*	*	*	
4 Reading	100/100/75	71/57/29		*	*	*	*	
5 Reading		2 Students		*	*	*	*	
6 Reading	NA	NA		NA	NA	NA	NA	
All Reading	100/88/58	86/64/21		9: 89 44 22				
4 Writing	100/100/50	57/29/1		NA	NA	NA	NA	
3 Math		4 Students		*	*	*	*	
4 Math	100/100/75	71/43/14		*	*	*	*	
5 Math		3 SS		*	*	*	*	
6 Math	NA	NA		NA	NA	NA	NA	
All Math	100/92/73	86/50/29		8: 100 75 75				Win all around
5 Science		3 Students		*	*	*	*	



**Student Group: Special Education Services**

**Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.**

Campus:Bernice Kiker Elementary School_2020-2021 2021-2022								
Grade   Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 24	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading	56/56/33	100/75/38		11: 27 9 9				Review strategies for reading support groups
4 Reading	100/66/39	82/36/18		10: 60 30 20				Need growth in all areas
5 Reading	94/71/41	80/40/1		13: 69 46 8				Needs growth all around
6 Reading	NA	NA		NA	NA	NA	NA	
All Reading	89/61/39	88/50/21		34: 53 29 12				Need growth in all areas
4 Writing	72/39/22	60/30/1		NA	NA	NA	NA	
3 Math	78/44/28	88/40/25		11:100 45 36				100% passing, strong masters
4 Math	99/60/28	45/36/18		9: 67 44 22				Need growth in all areas
5 Math	100/59/35	60/20/1		13: 62 46 36				Strength in masters, need foundational skills for all
6 Math	NA	NA		NA	NA	NA	NA	
All Math	91/52/30	63/38/17		33: 76 45 33				Strength in masters, need foundational skills for all
5 Science	82/47/25	40/40/1		13: 46 23 15				Need growth in all areas



Student Group: Dyslexia Services

Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus: Bernice Kiker Elementary School_2020-2021 2021-2022								
Grade   Content	18-19 STAAR Results # Tested: XX	20-21 STAAR Results # Tested: 29	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results # Tested: XX	Win(s) and Next Steps
				Oct. 2021 SCA # Tested: XX	Dec. 2021 SCA # Tested: XX	Mar. 2022 SCA # Tested: XX		
3 Reading		63/38/18		21: 43 10 5				Need growth in all areas
4 Reading		79/14/1		17: 65 24 18				Need growth in all areas
5 Reading		86/43/29		24: 67 42 4				Need growth in all areas
6 Reading		NA		NA	NA	NA	NA	
All Reading		76/28/10		62: 58 26 8				Need growth in all areas
4 Writing		80/0/0		NA	NA	NA	NA	
3 Math		50/25/25		21: 76 33 24				Need growth in all areas
4 Math		71/21/1		18: 72 44 22				Need growth in all areas
5 Math		57/29/14		24: 75 42 25				Need growth in all areas
6 Math		NA		NA	NA	NA	NA	
All Math		62/24/10		63: 75 40 24				Need growth in all areas
5 Science		57/29/14		24: 63 38 25				Need growth in all areas



Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus: Kiker Elementary School_2020-2021/2021-2022								
Grade/Content	18-19 STAAR Results	20-21 STAAR Results	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results	Win(s) and Next Steps
				Oct. 2021 SCA	Dec. 2021 SCA	Mar. 2022 SCA		
3 Reading	97 83 58	97 80 47	Wins: All 3rd grade-evidence of strong FIT strategies and interventions  Wins: 3rd and 5th Math - evidence of strong problem solving strategies  Next Steps: Review 4th grade intervention strategies Review Science enrichment	63   26   16				
4 Reading	100 85 59	90 65 42		90   54   42				
5 Reading	99 92 64	97 75 63		86   72   46				
6 Reading	NA	NA		NA	NA	NA	NA	NA
4 Writing	95 78 39	84 52 15		NA	NA	NA	NA	NA
3 Math	95 79 57	92 64 39		87   61   47				
4 Math	99 80 58	85 63 38		89   69   57				
5 Math	100 89 73	93 69 39		92   64   47				
6 Math	NA	NA		NA				
5 Science	92 68 36	96 59 25		84   51   24				
Overall	97 82 56							
TEA Rating	97-A							
Distinctions	Closing the Gaps							

Goal	Progress Toward Goal		Next Steps/Follow Up
	19-20 EOY	20-21 EOY	
Attendance: 97.5% Cumulative ADA	96.7%		
Enrollment: 90% Building Capacity	1,122	808	
Student Retention: 96%			
Staff Retention: 85%	88.1%	79.8%	Provide leadership roles for staff
Gifted and Talented: ≥ 8% <ul style="list-style-type: none"> <li>African American</li> <li>Hispanic</li> </ul>	11% 11% 15%	13% 13% 14%	Maintain practices for broad nominations. PD on GT access for equity.



• <b>White</b>			
<b>Home Suspensions:</b>	1	0	Continue restorative practices, and discipline at the door.
<b>Functional Building Capacity:</b>			

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: Bernice Kiker 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.	99%	SCA 1	90%	80%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	87%	SCA 1	60%	53%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	61%	SCA 1	30%	35%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	98%	SCA 1	90%	89%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	83%	SCA 1	60%	65%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	63%	SCA 1	30%	50%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	92%	SCA 1	90%	84%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	68%	SCA 1	60%	51%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	36%	SCA 1	30%	24%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	92%	SCA 1	60%	44%	SCA 2	60%		SCA 3	60%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	57%	SCA 1	60%	25%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	36%
	All	Hispanic	All	Meets	83%	SCA 1	60%	50%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	92%	SCA 1	60%	59%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	37%
	All	Special Education	All	Meets	82%	SCA 1	60%	35%	SCA 2	60%	0%	SCA 3	60%	0%	STAAR	29%
	3rd	All	Reading	Meets	83%	SCA 1	60%	29%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	79%	SCA 1	60%	61%	SCA 2	60%		SCA 3	60%		STAAR	60%

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	
60	90	A	