

**BARTON HILLS EL**  
**Barton Hills Elementary**  
**2022/2023**



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

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# BARTON HILLS EL

## **Mission**

*Campus Mission: Prepare students to be life-long, confident learners.*

*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.*

# Vision

*Campus Vision: Barton Hills Elementary will provide an equity-centered learning community where all students will achieve academic and personal growth.*

## Nondiscrimination Notice

BARTON HILLS EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

List your campus strengths here:

**Our demographics represent our neighborhood. Many families choose to transfer to Barton Hills which increases our student diversity.**

### Demographics Weaknesses

List areas you would like to grow here:

**We would like to ensure that all students in the attendance zone are choosing Barton Hills as their neighborhood school. We would also like to continue to have a strong sixth grade offering.**

### Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22,   0  % of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22,   0  % of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population? We will continue to reflect on any discipline actions to ensure there are not disparities among student groups. We will continue to support restorative actions for all students and use our SEL strategies to establish quality relationships.
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services? We do not currently have disparities and we will continue to reflect on any discipline actions to ensure there are not disparities among student groups. We will continue to provide positive supports to ensure all students have equal access to learning and will go to ARD if there is a behavioral need that needs to be addressed.

## Student Achievement

# Comprehensive Needs Assessment

## Student Achievement Strengths

List your campus strengths here:

**Our overall campus performance has significantly improved and the gaps between groups has been closing. Our students are making growth in their own learning.**

## Student Achievement Weaknesses

List areas you would like to grow here:

**We need to continue to focus on closing the gaps between our student groups ensuring that all students are making growth in their learning.**

## Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): [https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa\\_zM21Qo/preview?slide=id.p7](https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7)

Reflection Questions:

- 1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)  
In reading, a significantly lower percentage of our African American students (total of 5) are performing at the meets level in reading (40% ; 95% White); the gap is smaller between Hispanic (64) students (83%) and White students (95%). Our African American students are performing below the STAAR average for all Elementary Students. In Math, while all our students were at a lower meets percentage (69% overall), there is still a significant gap between our African American students (40%) and our White students (78%). the gap is smaller yet still significant between our Hispanic students (52%) and our White students (78%).
- 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? African American and Hispanic student groups.
- 3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report  
Overall, 74% of our students met their growth target in reading. The percentages were between 48% (6th grade) to 84% (3rd grade). The percentages of students meeting their growth target in math overall was 72% with the range from 55% in First Grade to 89% in 3rd grade. The percentages of students meeting their growth targets was closer in range in math than in reading and did not have quite the variance between grade levels.
- 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report  
Students are making progress as they move through grade levels. Speaking is the one component our students were slightly lower in.

# Comprehensive Needs Assessment

## School Culture and Climate Strengths

List your campus strengths here:

Overall, the Panorama Climate and Culture survey indicates Barton Hills has a positive and effective campus climate and culture. Almost all response area were above the district average

## School Culture and Climate Weaknesses

List areas you would like to grow here:

Two areas that were of lower positive response rates on the parent survey indicated that students were not comfortable asking for help from school adults (66% answered favorably) and that the teaching styles of the child's teacher matching the learning style of the student (78%)

## School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

1.) In 2021-22, using the CSH list, 6 of the 11 areas did not reach 70% implementation.

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? With the more flexible COVID health and safety precautions, we can easily improve both our family and community engagement opportunities.

(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.)

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

**Overall the campus has a favorable results on the Panorama Staff and Teacher Climate Survey. We had staff turnover only because of retirements and family obligations.**

### Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

**Belonging and Professional Learning were two of the lowest favorable response areas.**

### Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

- Feedback and Coaching
- District Support

### Staff Climate Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year? We will focus on strengthening belonging and professional learning.
- 2.) Why did you select this/these area(s)? These were two of the lowest favorable indicators on the panorama survey.

### Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

### Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

### Customer Service Reflection Questions:

- 1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability? Positive relationship building; consistent schedules that are respectful of teacher time; meetings that are focused and purposeful and student centered. Signature SEL practices for openings and closing meetings.
- 2.) What are your customer service celebrations/strengths? Consistent and positive responses to questions and addressing needs. Front office staff greets everyone warmly both in person and on the phone
- 3.) What are your areas of growth? Updating our website and social media presence to highlight the great happenings in our campus. Balancing increased security and safety protocols while maintaining a warm and welcoming environment.
- 4.) What will be your priority for customer service this year? With more relaxed COVID protocols, we anticipate more parents coming into the building and opportunities for volunteering. Our priority will be focused on balancing increased security and safety protocols while maintaining a warm and welcoming environment.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

List your campus strengths here:



# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

**We have small grade level teams that offer opportunities for close alignment and student support. We have experienced teachers. We had success with student growth as measured by STAAR and MapGrowth**

## Curriculum, Instruction and Assessment Weaknesses

**List areas you would like to grow here:**

**We do have gaps in performance of student groups.**

**We are creating a school-wide schedule that supports all teachers and student needs.**

**We are learning to implement PLC meetings to analyze data and deconstruct TEKS to promote student growth.**

## Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1lJB2glMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP,   0   of the 5 areas were out of compliance.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? We cluster group our students unless there are extenuating circumstances.

2.) How are you communicating with all families about GT and/or advanced learning opportunities? Through newsletters and communications with parents, teachers share individualized opportunities during parent teacher conferences

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

3.) How do you support a culture that provides advanced learning opportunities to all students? Teams plan together to create learning environments that support all students and provide challenges to keep each student on a path of growth. It is imperative that our staff know their students strengths and areas for growth. In keeping with this, we use DuFour's four questions in our weekly PLC meetings with teams. One of the questions speaks specifically to how we will differentiate and extend learning opportunities for students who have already mastered the content objective/s being studied. We are having intentional conversations about instructional strategies to ensure this differentiation is happening. Using strategies such as choice boards, menus, and higher level questions.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs? We have few students with this need so we focus on building academic vocabulary and creating a learning path to support their needs.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? Students are supported in the classroom with linguistic accommodations that are monitored for effectiveness. Language rich classroom practices are embedded in all classrooms. A focus on hands-on learning opportunities and cooperative grouping school wide benefits students needing linguistic support. STEAM experiences support vocabulary development.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. Teachers incorporate the English Language Proficiency Standards (ELPS) into instruction where students practice listening, speaking, reading, and writing skills on a daily basis. This focus and practice translates into success on the Texas English Language Proficiency Assessment System (TELPAS). TELPAS data is reviewed schoolwide to determine areas of growth as a campus

4.) How does the campus welcome families and students that are new to the country? Openly and warmly. The culture and climate of our campus as it relates to families who are new to the U.S. is extremely important. These welcoming efforts begin with the front office from the first time they arrive at our campus as well as ongoing support in navigating our systems. We do our best to make sure families have access to communication in their language of origin. We ensure they are aware of community events and activities.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly) - we will be attending additional PD this year to support our ongoing work in CLI.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year) - we are setting up learning experiences for all students. CLI funds are spent with feedback from our CLI chair and campus leadership team to have experiences brought to our students via assemblies. Field trips are planned throughout the year and our CLI chair shares potential resources with teachers.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.) -Our school-wide schedule reflects more the minimum student time for instruction in visual arts and music. Our physical education teachers and fine arts teachers implement the required curriculum. Additional enrichment opportunities such as evening musical performances, CATCH night and a school wide Art show serve as culminating activities for students.

## Family and Community Involvement

### Family and Community Involvement Strengths

List your campus strengths here:

**We have a campus community of parents and volunteers ready to support our school. We have an active PTA and the Executive Board is focused on re-engaging families and community through new events.**

### Family and Community Involvement Weaknesses

List areas you would like to grow here:

**We want to help families re-connect with the school. We have some parents who have not been in our building for 2 years (or who have not had the opportunity to come into our building).**

### Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)? We are going to focus on strengthening family engagement.
- 2.) Why did you select this/these area(s)? With all of the COVID restrictions the last 2 years we feel that parents have felt less connected to the school. Partnering with PTA we want to help parents feel re-connected to the school. We have some parents who have not been in the school since their children started in kindergarten.

# BARTON HILLS EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (condition #5) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3)	CATCH Team	August 2022 - May 2023		Criteria: Meeting agendas and minutes from meetings held, membership list
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (condition #5) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.4)	CATCH Team	1st nine weeks; ongoing		Criteria: newsletters; meeting agendas; updated website, marquee posts, morning announcements
3. Review the Human Sexuality and Responsibility policy and expectations with all classroom teachers and teaching assistants who provide this instruction. (condition #4,6) (Target Group: All) (Strategic Priorities: 3) (ESF: 4)	Administrators, Counselor, Teachers	Fall, 2022		Criteria: lesson plans include HS&R lessons; opt-in/opt-out letters tracked

# BARTON HILLS EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 2.** (Social and Emotional School Climate) SMART Goal: Our campus will engage all students in at least one intentional opportunity per day to connect, collaborate and communicate. As a result the percentage of students and parents reporting that the teaching styles of the child's teacher matching the learning style of the student will increase from 78% to at least 80%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage the campus community in No Place for Hate activities annually (condition # 1, 4,5) (Target Group: All) (Strategic Priorities: 3) (ESF: 3)	Counselor, SEL Committee	January, March, April		Criteria: SEL committee meeting agendas and minutes; 3 NPFH Activities submitted and completed by deadline; receipt of NPFH designation
2. Work with SEL and CP&I Specialist to facilitate a staff book study on Cultivating Genius to ensure culturally proficient experienced teachers and staff; positive relationships with teachers and peers and support for the students' cultural identities race and language (condition #1,4,5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.3)	Administrators, Counselor	September 2022, monthly		Criteria: Faculty meeting agendas; reflection articles in newsletter; reflection activities after each chapter; developed book study ppt
3. Promote SEL and CP&I via multiple methods of communication; newsletters, bulletin boards, announcements, marquee (conditions #1, 4,5) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 3,3.1,3.4)	Administrators, SEL Committee	September, 2022; ongoing		Criteria: shared articles in newsletters; morning announcements; shared information in newsletters (parents and staff)
4. Every grade level schedule incorporates time for specific SEL/P2 lessons and classroom opportunities for morning meetings. (condition #4, 5) (Target Group: All)	Grade Level Team, SEL Committee	Daily		Criteria: Classroom schedules include dedicated time for SEL and Positivity Project.

# BARTON HILLS EL

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 3.** (Family Engagement) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating in Community Engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will hold at least 8 regular Campus Advisory council meetings each year. Ensure parent representation on the CAC. (Strategic Priorities: 3) (ESF: 3.1,3.4)	Administrators, CAC Members	Monthly - Second Thursday		Criteria: meeting agendas and minutes from meetings held; membership list; notifications of meetings in parent newsletter
2. Facilitate with PTA to engage Barton Hills and broader school community in activities to promote communication, school spirit, and community engagement. (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1,3.4)	Administrators, PTA, PTA President	October, ongoing		Criteria: number of opportunities created, evidence of collaboration with our broader school communities
3. Communicate to families opportunities to serve on district level committees as well as opportunities for PTA and campus level engagement through newsletters, meetings, webpage (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4)	Administrators, PTA	August, ongoing		Criteria: number of parents participating in events; evidence of collaboration in newsletters; webpage

# BARTON HILLS EL

**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data-driven instruction (ESF Essential Action 5.3)) Through the implementation of weekly PC meetings, 100% of teacher teams (PLC's) and instructional leaders will analyze student data and work to identify trends and noticings with regard to our historically underserved student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct weekly PLC meetings with grade level teams to disaggregate data from multiple sources and plan for culturally proficient and rigorous lessons to ensure high expectations for teaching and learning and growth for all student populations (conditions #2,3,6) (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3)	Administrators, Teachers	1st nine weeks; ongoing		Criteria: Notes and agendas from weekly PLC meetings; short cycle assessment data; standardized testing data; MapGrowth data; student work samples.
2. Hold CST meetings to identify students in need of intervention; plan for personalized, sill focused intervention; ensure progress monitoring of student performance; and complete the referral process for students in need of additional instructional support. (Target Group: All) (Strategic Priorities: 2) (ESF: 5,5.3)	Administrators, CST Chair, Teachers	1st nine weeks; ongoing;		Criteria: eCST documentation
3. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. (conditions #2,3,7) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.3)	PLCs - Grade-level	weekly starting September		Criteria: minutes from meetings; completed TEKS Know/Show charts



# BARTON HILLS EL

**Goal 3.** (Increased Enrollment) 85% of current students will be registered for School year 23-24 by June 1, 2023.

**Objective 1.** (Increased Enrollment) At least 85% of current students will be registered for SY 23-24 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure a joyful, safe and academically rigorous school environment. (condition #4, 5) (Target Group: All) (Strategic Priorities: 2)	Administrators, Campus Committees, Counselor, Teachers	ongoing		Criteria: student parent favorable responses on Panorama Survey regarding sense of belonging
2. Provide monthly tours to prospective parents and student and highlight successes and strengths and assist parents with questions about enrollment, transfer process, etc. (Target Group: All) (Strategic Priorities: 1)	Administrators, Attendance Clerk, Bookkeeper, Counselor	monthly beginning October		Criteria: Calendar of monthly tour dates on website and available system for signing up if parents call for a tour.
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All) (Strategic Priorities: 1)	Administrators, Attendance Clerk	3rd nine weeks		Criteria: monthly goals and documentation of registration outreach (newsletters, tours, PTA events)

# BARTON HILLS EL

**Goal 4.** (Exemplary Customer Service) With a new phone system and newly launched website our goal is to provide accurate and accessible information about our school and assist parents in communicating with teachers in a timely manner.

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Meets Expectations to Exceeds Expectations on the website/social communication section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members (Target Group: All) (Strategic Priorities: 3)	Administrators, Counselor, Office Staff, PTA, Teachers	Ongoing		Criteria: Weekly parent newsletter, documentation of School Messenger communication, parent information sessions (Back to School, PTA meetings), updated marquee messages, social media posts, updated website posts
2. Ensure that phone/voice/email and website practices are systematically reviewed and actively maintained (Target Group: All) (Strategic Priorities: 3)	Administrative Assistant, Administrators, Teachers	ongoing		Criteria: new phone numbers will be set up; voicemails updated; website updated; social media posts current; Expectations for communication standards shared
3. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect (conditions #1, #7). (Target Group: All) (Strategic Priorities: 3)	Administrators, Office Staff	ongoing		Criteria: work orders submitted to address facility issues and followed up on for completeness; Let's talk submissions responded to in a timely manner; front office completion of CARES PD

# BARTON HILLS EL Site Base

Name	Position
Trevino, Carlos	Teacher
Carlson, Ella	Teacher
Patel, Mina	Teacher Co Chair
Sundahl, Samantha	Teacher
Achtermann, Kathryn	Campus Administrator
Carr, Kathy	Administrative Assistant
Perez, Kasandra	Teacher
Smith, Michelle	Parent
Phillippe, Anne	Parent
Barta, Kristen	Parent Co Chair
Feldman, Laura	Parent
Dormier, Christine	Parent
Friday, Lisl	Parent/Business
Shivers-Johnson, Charlotte	Parent
Pace, Jennifer	District User

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	94				95
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	92				95
STAAR Performance Meets	77				80
STAAR Performance Masters	56				60
STAAR Performance Raw Score	75				78
STAAR Performance Scaled Score	94				95

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR\* = Not Rated: Senate Bill 1365

Campus Name: **Barton Hills**  
 Campus Number: **227901103**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				93
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	86				88
Academic Growth Scaled Score	92				93
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	7.7	7.7	7.7	7.7	7.7
Economically Disadvantaged % Grouping	7.1 to 8	7.1 to 8	7.1 to 8	7.1 to 8	7.1 to 8
Relative Performance Raw Score	75				78
Relative Performance Scaled Score	82				85
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	96				97
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	100				100
Grade	A	--	--	--	A

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	12	out of 12	2022 Values:	10	out of 10
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	12	out of 12	2023 Goals:	10	out of 10

English Language Proficiency			Student Success		
2022 Values:	.	out of .	2022 Values:	8	out of 8
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	8	out of 8

Template by Campus & District Accountability