BRYKER WOODS EL
Bryker Woods Elementary
2022/2023

The best school in our town!

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BRYKER WOODS EL

Mission

Campus Mission
The mission of Bryker Woods Elementary School is to educate all students through an enriched, differentiated curriculum in a cooperative manner, so that they become successful, responsible citizens.

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 parent

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 metropoles 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
Mission Continued

community leaders to prepare our students for college, career and life.

Vision

Campus Beliefs:
We believe:

All children should have the best educational opportunities.
All children should be allowed to develop to their potential emotionally, socially, academically, and physically.

All children and staff are entitled to a physically and emotionally safe environment.
Children have the right to develop a role for themselves within the school community and, ultimately, in the civic community.
The best educational environment includes active participation by students, teachers, families and other community members.
All children possess special gifts, talents, skills and potential, which must be discovered and nurtured.

Nondiscrimination Notice

BRYKER WOODS 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.

DMAC Solutions ©
Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here:

- Bryker Woods has become increasingly more diverse over the past few years.

Demographics Weaknesses

List areas you would like to grow here:

We have seen a decline in our student enrollment this year. We need to strategically plan our recruitment efforts to bring more students into our school this year.

Demographics Needs

We need to recruit more families to increase our overall enrollment at Bryker Woods.

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?
I would like to collaboratively (staff and students) develop and implement a campus-wide positive behavior system with strong systems and clear expectation that all campus staff can utilize.
2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
Collaborate with campus faculty to build school-wide and classroom-based evidence menu of behavioral interventions and progress monitoring tools, identifying students in need.
Comprehensive Needs Assessment

Demographics Summary (Continued)

of intervention, holding CST meetings, and implementing and supporting effective classroom management systems.

Student Achievement

Student Achievement Strengths

List your campus strengths here:
Our PLCs have been meeting regularly to ensure students are receiving rigorous instruction that is aligned to our district curricular standards.
Data meetings are scheduled to ensure intervention and enrichment are provided to students in need

Student Achievement Weaknesses

List areas you would like to grow here:
I would like to see an increase in the number of students at the meets and masters level. We saw declines among most students in both of these performance levels. The increases we did see, were not to the level they should be.

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3olIZCR-OzCgTqshBYCfEqwa_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)
We saw a significant decline (-56) in the number of 3rd grade students identified as economically disadvantaged.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? The two lowest performing groups were our students receiving special education services and our students who are identified as economically disadvantaged.
Comprehensive Needs Assessment

Student Achievement Summary (Continued)

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
   We had 0% of our hispanic students meet growth in grades 3rd, 4th, and 5th.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report
   The majority of our students were at the intermediate level across all four domains.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:
Our grade level teams are working collaboratively to plan and share the workload
We have held monthly New to Bryker Woods meetings to address new teacher concerns, answer questions, and provide support with district systems. It is a safe place to get their questions answered.
It has been AMAZING to see how teachers are supporting one another both in their own grade levels and beyond!

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:
Maintain a positive school climate with positive working relationships
Provide more frequent feedback and coaching to teachers
Visit classrooms more regularly

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:
https://secure.panoramaed.com/austinisd/understand/19295098/summary
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Staff Climate Survey
- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year?
The areas I will focus on this year will be Feedback and Coaching, School Leadership, and School Climate.

2.) Why did you select this/these area(s)?
I selected these areas because the number of favorable responses to the survey questions was lower than the district average AND these areas have a significant impact on the teaching and learning process at our school.

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?
   - Frequent recognition and systematic ways to celebrate the work and talent of our faculty and staff.
   - Monthly New to Bryker Woods meetings to support new teachers, answer questions, and assist with district systems, etc.

2.) What are your customer service celebrations/strengths?
   - Our teachers and staff are responsive to parent emails and communication
   - School-wide communication system (Konstella) that all teachers have been trained to use

3.) What are your areas of growth?
   - Access to our district website so we can update it with our celebrations, new information, and Bryker Woods news

4.) What will be your priority for customer service this year?
   - Ensuring all families, staff members, and visitors fell welcome and included

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths
Comprehensive Needs Assessment

List your campus strengths here:
We were in compliance across all domains last school year
Parent communication regarding GT services and nomination window has been shared in our weekly newsletter and during our parent principal coffee
We will be participating in UIL this school year
We are starting a robotics team this year

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:
Ensuring GT clustering is prioritized during the class making process
All teachers will have their 30 hour foundational training complete

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIIFMxuP6L7HY2A1JJB2glMXy-BOvvk/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, zero of the 5 areas were out of compliance. In 2022-23, zero of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

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)?
Having started at BW later this summer, I did not have a hand in the class making process. As such, when we have new students enroll, we will ensure we are clustering when needed. We will also provide opportunities for high-ability students to collaborate outside of the classroom.
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

2.) How are you communicating with all families about GT and/or advanced learning opportunities?
I have put communication in my weekly newsletter and share news, updates, and information during my monthly parent principal meetings.

3.) How do you support a culture that provides advanced learning opportunities to all students?
We spend a lot of time talking about a growth mindset and the importance of opportunities for all students. Even students who may be struggling academically should be provided the opportunity for enrichment and inquiry-based learning.

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?
Vocabulary and language development, using visual word walls and personal dictionaries, sentence stems for discussion and writing, Kagan strategies.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
Individual and small group support in the classroom

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
We monitor progress through goal setting and progress monitoring. During CST meetings, our committee reviews student progress and determines what goals and interventions are needed.

4.) How does the campus welcome families and students that are new to the country?
I do not believe there has been a formal process for this in the past.

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)
Though walk-throughs, feedback data, and during PLC meetings.

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)
Our PTA is supporting us in this priority. All grade levels receive additional enrichment classes during the school day throughout the year, in addition to our CLI implementation
that happens daily.

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 PTA is supporting us in this priority. All grade levels receive additional enrichment classes during the school day throughout the year, in addition to our CLI implementation that happens daily.
BRYKER WOODS EL

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

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

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<tr>
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<tr>
<td>1. Create a Coordinated School Health Team to meet monthly and monitor campus goals. Progress on goals will be documented (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3.1,3.3.3,3.4)</td>
<td>Administrators, Campus Committees</td>
<td>By September 30th</td>
<td></td>
<td>Criteria: Monthly meeting with agenda, all participants present, CSH plan reviewed.</td>
</tr>
<tr>
<td>2. Add Coordinated School Health Team to campus communication on Konstella, weekly newsletter, and PTA. (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,3.4)</td>
<td>Administrators</td>
<td>By September 30, 2022</td>
<td></td>
<td>Criteria: At least one communication per month posted on Konstella, Panther Weekly or PTA communication.</td>
</tr>
<tr>
<td>3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,3.3)</td>
<td>Principal</td>
<td>September 30, 2022</td>
<td></td>
<td>Criteria: Campus administration will reserve space on every faculty meeting agenda to discuss Whole Child/SEL needs and activities at one staff meeting per month.</td>
</tr>
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### Goal 1.
(Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

### Objective 2.
(Social and Emotional School Climate) By the end of the 2022-2023 school year, all students will learn to self-monitor their feelings and identify strategies that can help change their emotional state.

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<td>1. Implement “Peace Areas” throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (Target Group: All) (ESF: 3,3.2,3.3,3.4)</td>
<td>Administrators, Counselor</td>
<td>September 30, 2022</td>
<td></td>
<td>Criteria: Walk through documentation</td>
</tr>
<tr>
<td>2. Promote SEL and CP&amp;I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.2,3.3,3.4)</td>
<td>Administrators, Counselor</td>
<td>Once every month</td>
<td></td>
<td>Criteria: Konstella messages, newsletters, marquee message history, parent principal meeting agendas.</td>
</tr>
<tr>
<td>3. Organize and incorporate student agency in campus systems and structures (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.2,3.4)</td>
<td>Administrators, Counselor, Parents</td>
<td>October 31, 2022</td>
<td></td>
<td>Criteria: Student council meeting agendas and meeting minutes</td>
</tr>
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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Community Engagement) During the 2022-2023 school year, the campus will hold no fewer than eight CAC meetings.

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<tr>
<td>1. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.2,3.1,3.4)</td>
<td>CAC Members, Principal</td>
<td>Yearlong</td>
<td></td>
<td>Criteria: CAC Meeting agenda, attendance documents, and meeting minutes.</td>
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<tr>
<td>2. Create a Campus Advisory Council webpage (post agendas and minutes, meeting schedule, announcements, etc.). (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.1,3.4)</td>
<td>Administrators, CAC Members</td>
<td>September 30, 2022</td>
<td></td>
<td>Criteria: Archived meeting agendas, minutes, announcements, and schedule on BW school website.</td>
</tr>
<tr>
<td>3. Have a standing Campus Advisory Council agenda item for reports from District Advisory Council members or members from other district-wide committees. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.3.4)</td>
<td>Administrators, CAC Members</td>
<td>Yearlong</td>
<td></td>
<td>Criteria: CAC meeting agendas and meeting minutes</td>
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</table>
Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective #. No objectives defined.

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<td>No strategies defined.</td>
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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective #. No objectives defined.

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**Goal 4.** (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 3.2) All Bryker Woods faculty and staff will implement behavioral expectations and management systems based on Positive Behavioral Interventions and Supports (PBIS).

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<td>1. All staff and students are taught, practice, and reinforce behavioral expectations with a common language. (Strategic Priorities: 1,2,4) (ESF: 1.2,3,2,5,5.1)</td>
<td>Administrators, Counselor</td>
<td>September 30, 2022</td>
<td>Criteria: Behavior expectations, discipline referral data, eCST documentation</td>
<td></td>
</tr>
<tr>
<td>2. Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values. (Strategic Priorities: 2) (ESF: 3,3,2,3,3,4,5,5.1)</td>
<td>Administrators, Counselor</td>
<td>September 30, 2022</td>
<td>Criteria: Morning broadcast, Golden Ticket Fridays, Panther Pride Bulletin Board</td>
<td></td>
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<tr>
<td>3. Ensure the campus PBIS team meets regularly to develop a school-wide PBIS system and reviews data to ensure fidelity and monitor progress. Work with MTSS specialists to support the implementation. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.2,3,3,2,3,3,4,5,5.1)</td>
<td>Administrators, Counselor, MTSS</td>
<td>On going</td>
<td>Criteria: PBIS team meeting agendas and minutes</td>
<td></td>
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**Goal 5.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective #.** No objectives defined.

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective #: No objectives defined.

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Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective #. No objectives defined.

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Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective #. No objectives defined.

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**Goal 9.**  
(Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.**  
(Increased Enrollment) SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

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<tr>
<td>1. Provide Monthly tours to bring in community and highlight successes and strengths and assist parents with questions about enrollment, transfer process, etc. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.4)</td>
<td>Administrators</td>
<td>Monthly</td>
<td></td>
<td>Criteria: Calendar of monthly tour dates on website; available in front office for parent calls.</td>
</tr>
<tr>
<td>2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All) (Strategic Priorities: 2) (ESF: 3)</td>
<td>Administrators, Registrar</td>
<td>Spring Semester</td>
<td></td>
<td>Criteria: Registration calendar, newsletters, tours, PTA events</td>
</tr>
<tr>
<td>3. Post to social media at least daily to provide regular communication to campus communities. (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3,3.3,3.4)</td>
<td>Administrators</td>
<td>Daily</td>
<td></td>
<td>Criteria: Social media posts</td>
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</tbody>
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**Goal 10.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will Meet Expectations on the Campus Communication Goals and Practices section of the Campus Assessment Rubric.

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<tr>
<td>1. Systematically provide clear and ongoing communication to staff, families, and community members. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.2,2.1,3,3.4)</td>
<td>Administrators</td>
<td>Weekly</td>
<td></td>
<td>Criteria: Newsletters, parent principal meeting agendas, faculty meeting agendas, PTA meeting minutes, CAC meeting agendas.</td>
</tr>
<tr>
<td>2. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.4)</td>
<td>Administrators</td>
<td>Monthly</td>
<td></td>
<td>Criteria: Bryker Woods website.</td>
</tr>
<tr>
<td>3. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Target Group: All) (Strategic Priorities: 1) (ESF: 3)</td>
<td>Administrators</td>
<td>Daily</td>
<td></td>
<td>Criteria: TELL survey results (teachers, parents, and students)</td>
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</table>
Goal 11.  (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective #.  No objectives defined.

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<td>Name</td>
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<td>Pace, Jennifer</td>
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<td>Osborne, Nicole</td>
<td>Assistant Principal</td>
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<td>Susong, Dee</td>
<td>Special Education Teacher</td>
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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.
2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN

<table>
<thead>
<tr>
<th>2022 Actual</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
<th>2023 Goal</th>
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School Progress Components

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Closing the Gaps Components

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<th>SCA 3</th>
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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: Bryker Woods
Campus Number: 227901110
Template by Campus & District Accountability