"Zilker is a great place for kids"

A.J. Pitts
1900 Bluebonnet Drive
(512) 414-2327
aj.pitts@austinisd.org
Mission

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

THE MISSION
Vision Continued

of

Zilker Elementary School

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

Demographics

Demographics Strengths

List your campus strengths here: Teachers begin each year with a focus on building relationships with students and ensuring this continues through the year with our morning meetings. In doing this classes are able to build routines and systems that promote engaged classes where learning can excel for all students.

Demographics Weaknesses

List areas you would like to grow here: Identifying needs of students to develop plans of support connected across the campus between teacher, support staff, and leadership in a more efficient manner.

Demographics Needs

- Connect our Child Study Teams between academics and behavioral support.

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 begin instituting Capturing Kids' Hearts campus wide with all staff to ensure relationship foundations are at the core of all we do.
2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
- We will ensure that all services support the academic, emotional, and behavioral needs of our students.
Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

- Short Cycle Assessments disaggregated by stud. grp
- STAAR disaggregated by subj., grade, & stud. grp.
- TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

List your campus strengths here:
- According to MAP Growth students are making growth at one year or more each school year.
- Each grade level increases the percent of students scoring in the mastery level for MAP Growth.

Student Achievement Weaknesses

List areas you would like to grow here:
- Closing our gap between student performance groups: white (81%) and Hispanic (59%)

Student Achievement Needs

Improve academic growth and performance for students who are low socio-economic and/or Hispanic.

Student Achievement Summary

Through the year, we will use PLC and CST in order to ensure we are focusing on the growth for our students based on classroom and formal assessment data.

School Culture and Climate
Comprehensive Needs Assessment

School Culture and Climate Data Sources
Coordinated School Health ratings

School Culture and Climate Strengths
List your campus strengths here:
- SEL
- Counseling Services
- Physical Education

School Culture and Climate Weaknesses
List areas you would like to grow here:
- Family Engagement
- Employee Wellness

School Culture and Climate Needs
As a campus, we will focus on employee wellness and family engagement.

School Culture and Climate Summary
In 2021-22, using the CSH list, 7 of the 11 areas did not reach 70% implementation.

As a campus we will take action to change - Family Engagement and Employee Wellness - in order to achieve a goal of greater than 70%. Currently at .54 and .5
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

CAC
customer service trends
District Family Survey results
Focus Groups/Interviews
Staff (TELL) Survey results
Student Survey results

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:
- Timely communication with staff and community

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:
- Increase staff voice in building staff and student culture.

Staff Quality, Recruitment and Retention Needs

This year we have three focuses for the year: Capturing Kids' Hearts, Student Learning, and Culture of Growth. Teachers selected which focus to help drive for the year through their co-hort.

Staff Quality, Recruitment and Retention Summary

We will you focus on strengthening staff voice and contributions this school year in order to create a more connected school community to serve our students and families.
Staff Quality, Recruitment and Retention Summary (Continued)

order to do this we will create cohorts for teachers to lead in to share information and provide direction for the staff straight from the teacher perspective.

We will continue to create streamlined communication with our weekly newsletter the Community Connection along with timely responses to all emails and phone calls.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

GT-CAMP ratings
STAAR disaggregated by subj., grade, & stud. grp.
Student Survey results

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:
- Identifying students who need advance instruction.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:
- Increase the number of students showing results in standardized testing from their advancement work.

Curriculum, Instruction and Assessment Needs

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

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

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

Curriculum, Instruction and Assessment Summary

We support a culture of advanced learning through teacher collaboration in each of our essential standards. Weekly teachers meet to analyze student data and create opportunities for students who have shown mastery for the given standard. These students are then given this deeper learning in class.

Family and Community Involvement

Family and Community Involvement Data Sources

CAC
District Family Survey results
Student Survey results

Family and Community Involvement Strengths

List your campus strengths here:
- Connection between the school and PTA

Family and Community Involvement Weaknesses
Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

List areas you would like to grow here:
- Making an active effort to bring in participation from historically underserved communities.

Family and Community Involvement Needs

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

Facility & Operations

- Grounds
- Safety Protocols
- Signage

Family and Community Involvement Summary

This year we will focus on improving the participation of families in campus events from our historically underserved communities. We selected this area to improve a connection between school and home for all of our students. This results in a greater learning atmosphere for our
Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

school.
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.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a Whole Child, Every Child committee (connected to our Capturing Kids’ Hearts Cohort) that meets to monitor campus goals. (Condition #5) (Target Group: All) (Strategic Priorities: 1,3)</td>
<td>CATCH Team</td>
<td>October 15</td>
<td></td>
<td>Criteria: Meeting agendas and minutes with lists of attendees and clear next steps.</td>
</tr>
<tr>
<td>2. Include a SEL focus into all communication with staff and families. (Condition #4) (Target Group: All) (Strategic Priorities: 1,2)</td>
<td>CATCH Team</td>
<td>May 2023</td>
<td></td>
<td>Criteria: Weekly staff newsletters and Community Connections, Staff Meetings, PTA Meetings, Events.</td>
</tr>
<tr>
<td>3. Connect the Capturing Kids’ Hearts focus with the counseling services offered for students and implementation into classroom lessons. (Condition #6) (Target Group: All) (Strategic Priorities: 1,2)</td>
<td>CATCH Team</td>
<td>May 2022</td>
<td></td>
<td>Criteria: Classroom lessons, Counseling Small Groups, Teacher morning meeting focuses</td>
</tr>
</tbody>
</table>
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 SY 22-23, the campus will provide SEL support to all students through counseling and teacher services.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Counselor will meet with every student as they transition back to school this year and rebuild relationships with every child through mini-meeting check ins. (Condition #4) (Target Group: All) (Strategic Priorities: 1,2)</td>
<td>Counselor</td>
<td>October 2022</td>
<td></td>
<td>Criteria: Google form of each meeting is recorded.</td>
</tr>
<tr>
<td>2. Counselor will send a needs assessment to families to gather input and data regarding the social and emotional needs of our students. (Condition # 5) (Target Group: All) (Strategic Priorities: 1,2)</td>
<td>Counselor</td>
<td>September 2022</td>
<td></td>
<td>Criteria: Results of the survey will be used to guide continued services and focuses for SEL</td>
</tr>
<tr>
<td>3. Counselor will share monthly SEL topics and themes with families and staff that focus on the social and emotional skills students are learning in class connected to Capturing Kids' Hearts. Counselor will provide resources for families on the topic of the month. (Condition #5) (Target Group: All) (Strategic Priorities: 1,2)</td>
<td>Counselor</td>
<td>May 2023</td>
<td></td>
<td>Criteria: Tracking through staff and family newsletters as well as implementation in the classroom measured by anecdotal tracking and observation notes.</td>
</tr>
</tbody>
</table>
ZILKER 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) According to the Austin ISD Family Survey in the Spring of 2023 we will increase our response for “The school provides information for becoming involved” from 79% favorable to 95% favorable.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly/Biweekly communication sent home to parents in the form of a Community Connections Newsletter. Newsletter includes email addresses for <a href="mailto:zilker@austinisd.org">zilker@austinisd.org</a> and principal for direct interactions and collaboration with families as needed. (Condition #5) (Target Group: All) (Strategic Priorities: 1,2)</td>
<td>Administrators</td>
<td>Weekly through May 2023</td>
<td></td>
<td>Criteria: Track the number of clicks on each Community Connection to ensure it is being accessed.</td>
</tr>
<tr>
<td>2. Schedule a balance of events to meet the needs of all families: in-person and zoom, school hours and after school hours. (Condition #5) (Target Group: All) (Strategic Priorities: 1,2)</td>
<td>Administrators, PTA, Teachers</td>
<td>May 2023</td>
<td></td>
<td>Criteria: Track attendance at each event to ensure a growing number of participants.</td>
</tr>
<tr>
<td>3. Promoting student learning and events for the campus through a variety of outlets: Community Connection, Facebook, Instagram, Twitter, Posters around campus and community. (Condition #5) (Target Group: All,ECD) (Strategic Priorities: 1,2)</td>
<td>Administrators, PTA</td>
<td>May 2023</td>
<td></td>
<td>Criteria: Data track if we are meeting all students families through a variety of groups.</td>
</tr>
</tbody>
</table>
ZILKER EL

Goal 2. (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 1. (ESF Essential Action 4.1) Teachers will meet in PLCS to plan common and formative assessments, analyze standards, and plan interventions 30 out of 32 weeks by the end of SY 22-23.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers track the progress of individual students in order to identify students that would benefit from intervention and enrichment. (Condition #3) (Target Group: All,H,ECD) (Strategic Priorities: 1,2)</td>
<td>Administrators, Teachers</td>
<td>May 2023</td>
<td>Criteria: Student growth is monitored from collaborative team meeting agendas, data tracking, and groupings for reteach and enrichment opportunities.</td>
<td></td>
</tr>
<tr>
<td>2. Prioritize a master schedule that focuses on ensuring teams have time together to collaborate and focus on student learning during the work day and interventions are provided during the school day without missing Tier 1 instruction. (Condition #1,2) (Target Group: All,H,ECD) (Strategic Priorities: 1,2)</td>
<td>Administrators, Teachers</td>
<td>September 2022</td>
<td>Criteria: Master schedule is developed and maintained through the school year, while ensuring events that are brought in do not disrupt this time.</td>
<td></td>
</tr>
<tr>
<td>3. Teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning. (Condition #1,3) (Target Group: All,H,ECD) (Strategic Priorities: 1,2) (ESF: 4,5)</td>
<td>Administrators, Teachers</td>
<td>May 2023</td>
<td>Criteria: Teachers create rubrics and success criteria to guide instruction to ensure students are meeting grade level standards.</td>
<td></td>
</tr>
</tbody>
</table>
Goal 3.  \textbf{(Increased Enrollment)} Austin ISD is committed to ensuring children are college, career, and life ready. Every day and in every classroom from Pre-K to 5th grade, we offer a safe and healthy school environment that is academically rigorous and supported by a nationally-recognized focus on socioemotional learning

Objective 1.  \textbf{(Increased Enrollment)} 90\% of current students will be registered for SY 23-24 by May 15, 2023.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they’re going to attend. \newline (Condition #5,3) \newline (Target Group: All) \newline (Strategic Priorities: 1,2)</td>
<td>Administrators, Registrar</td>
<td>May 2023</td>
<td>Criteria: Maintain or increase student enrollment numbers from start of year to end of year.</td>
<td></td>
</tr>
<tr>
<td>2. Principals conduct exit interviews with students considering leaving. \newline (Condition #5) \newline (Target Group: All) \newline (Strategic Priorities: 1,2)</td>
<td>Administrators</td>
<td>May 2023</td>
<td>Criteria: Maintain or increase student enrollment numbers from start of year to end of year.</td>
<td></td>
</tr>
<tr>
<td>3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. \newline (Condition #5) \newline (Target Group: All) \newline (Strategic Priorities: 1,2)</td>
<td>Administrators, Registrar</td>
<td>May 2023</td>
<td>Criteria: Weekly goals for student registration \newline Week 1 - 25% \newline Week 2 - 40% \newline Week 3 - 60% \newline Week 4 - 70% \newline Email specific families who have not registered for a reminder \newline Week 5 - 80% \newline Email specific families - call families who were late enrollers for current year \newline Week 6: 90%</td>
<td></td>
</tr>
</tbody>
</table>
Goal 4. (Exemplary Customer Service) AISD is committed to providing equitable and exceptional experiences for our customers: our students, our families, our colleagues, and our community members. For us, customer service is more than just providing answers or offering support; customer service is what makes our large district feel like a family. AISD CARES strives to build transformational relationships that lead to an authentic sense of trust and belonging within our entire AISD community.

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the website section of the Campus Assessment Rubric.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet with the PTA to balance the information shared on their website and the newly created school website. (Condition #7) (Target Group: All) (Strategic Priorities: 1,2)</td>
<td>Administrators, PTA</td>
<td>October 2022</td>
<td></td>
<td>Criteria: School website is updated with current information for the 22-23 school year.</td>
</tr>
<tr>
<td>2. Create and maintain a system of updating the website with current events for the school between the PTA and the administration on campus. (Condition #5, 7) (Target Group: All)</td>
<td>Administrators, PTA</td>
<td>May 2023</td>
<td></td>
<td>Criteria: Each month a check will be done on the website to ensure it is staying current.</td>
</tr>
<tr>
<td>3. Ensure website is compliant with accessibility features. (Condition #7) (Target Group: All) (Strategic Priorities: 1,2)</td>
<td>Administrators</td>
<td>September 2022</td>
<td></td>
<td>Criteria: Website follows all of Austin ISD guidelines.</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pitts, Aj</td>
<td>Campus Administrator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avant, Jodi</td>
<td>CoChair Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dailey, Katy</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montanez, Jessica</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Irizarry, Raquel</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baez, Isabel</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ferry, Beth</td>
<td>Classified Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wynn, Jody</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vreeland, Elizabeth</td>
<td>Counselor/Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pan, Jen</td>
<td>CAC Co-Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquah, Lady Jane</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carroll, Morgan</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kim-Batra, Jiae</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeFrank, Amy</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adams, Brianna</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carson, Cecile</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chu, Tina</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ip, Lindsey</td>
<td>Business Partner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pace, Jennifer</td>
<td>Principal Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
## Student Achievement Domain

### Scaled Score and Grade

<table>
<thead>
<tr>
<th></th>
<th>2022 Actual</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
<th>2023 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCA 1</td>
<td>91</td>
<td></td>
<td></td>
<td></td>
<td>94</td>
</tr>
<tr>
<td>SCA 2</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>SCA 3</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Grade</td>
<td>A</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>A</td>
</tr>
</tbody>
</table>

### School Progress Domain

### Scaled Score and Grade

<table>
<thead>
<tr>
<th></th>
<th>2022 Actual</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
<th>2023 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCA 1</td>
<td>93</td>
<td></td>
<td></td>
<td></td>
<td>96</td>
</tr>
<tr>
<td>SCA 2</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>SCA 3</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Grade</td>
<td>A</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>A</td>
</tr>
</tbody>
</table>

### Closing the Gaps Domain

### Scaled Score and Grade

<table>
<thead>
<tr>
<th></th>
<th>2022 Actual</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
<th>2023 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCA 1</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>SCA 2</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>SCA 3</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Grade</td>
<td>A</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>A</td>
</tr>
</tbody>
</table>

### STAAR Performance Approaches

- 2022 Value: 87, 2023 Goal: 95
- 2022 Value: 66, 2023 Goal: 76
- 2022 Value: 43, 2023 Goal: 53
- 2022 Value: 65, 2023 Goal: 75
- STAAR Performance Scaled Score: 91, 2023 Goal: 94

### 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:

Zilker

### Campus Number:

227901146