

KIKER EL

**Bernice Kiker Elementary
2022/2023**

Kiker Comets Soaring to Success



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KIKER EL

Mission

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.

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 ISD Mission Statement:

We prepare every student with the knowledge and skills to thrive in college, career, and life.

Vision

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

Nondiscrimination Notice

KIKER 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:

**We met our goal for diversity in our GT populations.
We meet our LPAC goals each time we are evaluated.
Approx 20 languages represented on campus.
Growth of a Diversity and Inclusion team.**

Demographics Weaknesses

List areas you would like to grow here:

Better utilize our tier 1, 2 and 3 behavior supports for students receiving special education services.

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, 3% 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?
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

1 and 2) We will continue to support restorative practices for all students and use our SEL strategies to establish quality relationships. We know who our African American students are in each class and make sure to provide positive supports to ensure all students have equal access to learning and we eradicate the process of removing students unless it is a safety issue. We use the same practices for our special education students as well and go to ARD if we feel there is a behavioral need that we should address.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

List your campus strengths here:

Met our growth goals. Based on the bar charts of student results, our highest performance ratings for meets were our African American students at approximately 95%, our White students were at 89% and our Hispanic students were approximately 87%. Our highest level of students in the mastery category were our Emergent Bilinguals and our African American and White students were the same at 50%.

Student Achievement Weaknesses

List areas you would like to grow here:

Reading MAP Mastery: Kiker - AA 50, H 43, W 50, ED 37, EB 56, Sped 24 Dys 22. Our area for growth is our Special Education students (24%) and students with dyslexia (22%).

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

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)
- 2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?
- 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
- 4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

1) Based on the bar charts of student results, our highest performance ratings for meets were our African American students at approximately 95%, our White students were at 89% and our Hispanic students were approximately 87%.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

2) Of the three students groups that we are being asked to analyze the data for, the two lowest were our Hispanic students at 87% and our White students at 89%

3) Reading MAP Mastery: Kiker - AA 50, H 43, W 50, ED 37, EB 56, Sped 24 Dys 22. Our highest level of students in the mastery category were our Emergent Bilinguals and our African American and White students were the same at 50%. Our area for growth is our Special Education students (24%) and students with dyslexia (22%). For our MapGrowth Math Mastery levels our results were: AA 20%, H 21 W 30, ED 10, EB 50, Sped 13 Dys 8. Math scores continue to be an area of concern for our campus, especially for our students who receive support through SpEd and Dyslexia services. We have the same trend that our Emergent Bilingual students are outperforming other groups.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

9 out of 11 categories in CSH met the goal of 70% or higher.

School Culture and Climate Weaknesses

List areas you would like to grow here:

2 of the 11 areas did not reach 70% implementation. These two were CSH implementation and physical environment.

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

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

1.) In 2021-22, using the CSH list, 2 of the 11 areas did not reach 70% implementation. These two were CSH implementation and physical environment.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? Category 1 - CSH implementation. The survey questions are reflective of pre-pandemic circumstances. Implementation of these programs were impacted significantly by Covid restrictions.

(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:

On the family survey - the question regarding campus communication was 91% favorable which was higher than AISD (82%) and other non Title 1 schools (82%). We work hard to provide transparent and reliable communication with our community and it pays off.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Panorama Survey results showed 61% of staff said they would encourage someone to join the Kiker staff.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

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
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

My APT goal is aligned with my panorama score of 61% for staff that would encourage someone to join the Kiker staff.

2.) Why did you select this/these area(s)?

Maintaining a high quality teaching staff is imperative for student success. Keeping the teachers happy is an important job for the admin team so that we keep and recruit great teachers.

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?

This year we are implementing a lot of practices to strengthen the employee experience such as: handwritten notes of positive recognition, a handwritten note for each walk through in addition to the formal data in frontline, more frequent treats from the admin team, more input from staff on what they want to see the team meeting agenda look like, more input from staff regarding streamlining campus procedures, more public recognition in the staff newsletter and community newsletter.

2.) What are your customer service celebrations/strengths? On the family survey - the question regarding campus communication was 91% favorable which was higher than AISD (82%) and other non Title 1 schools (82%). We work hard to provide transparent and reliable communication with our community and it pays off. Front office staff and volunteers greet everyone warmly both in person and on the phone. This was a successful goal for us last year and we are maintaining the same practices this year.

3.) What are your areas of growth? Finding the balance between being welcoming while still adhering to all safety measures is a challenge. Not all families agree with locked doors in the building and so ensuring that we are able to continue to promote a sense of welcome for families with safety being a top priority is a delicate issue.

4.) What will be your priority for customer service this year? The lowest score on the survey related to this topic is that our families feel they are too busy to get involved (43% positive response). So, to address this customer service concern, we will hold events at different times of day throughout the year. We will create a rotation of morning, day time,

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

after school, and evening events so that everyone has a chance to be involved.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

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

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Maintaining our high standards for art, music, and PE while adjusting to the new schedule for essential areas.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIIFMxuP6L7HY2A1IJB2gIMXy-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, 5 of the 5 areas were in compliance. In 2022-23 zero of the areas out of compliance will have a strategy associated in my new CIP/TIP plan. We will pick a goal to ensure we maintain this high standard of excellence this year as well.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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 color code rows in our spreadsheets as we build class lists to visually identify our GT clusters. We run our lists of identified students and double check that all are color coded accurately before we finalize lists.

2.) How are you communicating with all families about GT and/or advanced learning opportunities? We streamline communication through our weekly Kiker Comments. We also hold two parent information sessions specifically about GT students and programming each year. We have one already on the calendar and will add a second around the time of the GT showcase.

3.) How do you support a culture that provides advanced learning opportunities to all students? Our PLCs examine the small group instructional needs to align that GT learning opportunities are present in weekly lesson plans.

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 are intentional about having PD opportunities specific to addressing our students' linguistic needs. Teachers complete yearly mandatory training and we review sheltered instruction strategies, sentence stems, pre-teaching of vocabulary and visuals. We are strategic about which accommodations these students receive in order to set them up for success on common and formative assessments.

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 cooperative grouping school wide benefits students needing linguistic support.

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 school wide to determine areas of growth as a campus.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

4.) How does the campus welcome families and students that are new to the country?

The culture and climate of our campus as it relates to all families, including those 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 ensure they are aware of community events and activities. We follow the inclusion calendar and invite families to highlight events from their culture in our daily and weekly announcements.

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)

Teachers incorporate CLI strategies into lesson plans. Administrators model the use of CLI strategies during professional development. Our CLI reps ensure that all students have access to quality programming and events that further the passion for creative practices. Our PTA will be raising funds this year with an intent for them to be spent on new opportunities to grow our hands on STEAM learning.

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)

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 and special guests are planned throughout the year and our CLI chair shares potential resources with teachers. Last year we hosted Creative Action as well as Resonate for guest presentations so that all students had additional CLI experiences.

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 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. Last year's Art Night was one of our events with the best attendance. We pooled excellent community resources and had participation from GMS orchestra, GMS Theatre, Dance Xplosion, Art Garage, Lego Robotics, Life Ki-Do, and many other community supporters in addition to our own art teachers and families.

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Strong PTA and CAC with great programming

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Varying the days of the week and times of events so that working families have access to participate.

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

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)?
- 2.) Why did you select this/these area(s)?

We will continue to focus on family engagement and community engagement.

We have strong family engagement at our school. We will continue to focus on increasing community engagement. This was an area we grew in last year, but can continue to add more community engagement. Our PTA plans to help us with this by adding more community spirit nights such as Torchy's Tacos night (a great partnership) as well finding companies with matching donations for our Fun Run. We have received monthly sponsorships from 10 different local business to support our staff coffee and tea bar. Last year we partnered with Intel and received over \$5,000 to create a robust sensory room. We also had excellent community partnerships for our Art Night such as Art Garage, Life Ki -Do, Dance Xplosion, Balance Dance Studio, as well as AISD schools. We also developed a great partnership with Bowie High School Honor Society and Ready Set Teach and were able to get a large number of volunteer hours provided by these two groups.

Technology

Comprehensive Needs Assessment

Technology Summary

No technology needs at this time.

All subscriptions needed have been paid for and provided by either PTA, donations, or the campus.

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Goal 1. (Coordinated School Health) 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. (conditions 4, 5, 7)

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. (conditions 4, 5, 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Condition 3 and 7) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.1,3.3)	Administrators, CAC Members, CATCH Team, Counselor	create committee by 9/30		Criteria: Creation of committee 10/18/22 - Some Progress
2. 2. Add Whole Child, Every Child placeholder to CAC meeting agendas to discuss current/continuous activities. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,2,2.1,3.1,3.3)	Administrators, CAC Members	monthly		Criteria: Agendas 10/19/22 - Some Progress
3. 3. Invite parents/families to a minimum of 4 events that promote Whole Child, Every Child such as Fun Run, STEAM night, Community Coffees and focus on all areas supporting Whole Child by providing activities/ information. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,2,2.1,3.1,3.3,3.4)	Administrative Assistant, Administrators, CAC Members, Campus Committees, CATCH Team, PTA	ongoing		Criteria: Publicizing events through community newsletters and social media to recruit participation. Minimum of 2 points of connection per event. 10/19/22 - Some Progress

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Goal 1. (Coordinated School Health) 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. (conditions 4, 5, 7)

Objective 2. (Social and Emotional School Climate) Staff Capacity Building: Our campus will provide at least 5 professional learning opportunities for all staff to develop their restorative practices. As a result, the percentage of students who report their teacher actually cares how they are will increase from 65% in SY 21-22 to 75% in SY 22-23 (as measured by the AISD Panorama Survey: When your teacher asks, "How are you?" they really want to know the answer. (conditions 4, 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Guest SEL/CPI specialist to visit and share strategies for morning meeting and student voice. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,3) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,5.1,5.2,5.4)	Administrators, Counselor, SEL Campus Coordinator	ongoing		Criteria: Completion of SEL/CPI specialist presentation 10/18/22 - Some Progress
2. Engage the campus community in a minimum of 4 No Place for Hate activities annually and have teachers promote the work. (Target Group: All,3rd,4th,5th) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,2.1,3,3.1,3.2,3.3)	Administrators, Counselor, SEL Campus Coordinator	quarterly		Criteria: Completion of 4 NPFH activities 10/18/22 - Some Progress
3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee with a minimum of two points of promotion per quarter. (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3)	Administrative Assistant, Administrators, CATCH Team, Counselor, Students	quarterly		Criteria: quarterly checklist to be completed by Admin and Counselors at weeks 7, 16, 25, 34 - two weeks prior to the close of each 9 weeks. 10/18/22 - Some Progress

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Goal 1. (Coordinated School Health) 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. (conditions 4, 5, 7)

Objective 3. (Community Engagement) We will engage with a minimum of ten community organizations to promote health, wellness, academics, art, music, PE, and/or family supports to get settled for new families and maintain connection with all families. (conditions 3, 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1. Facilitate two community social events with families, students, campus staff and community members to invite feedback and collaborative planning for improved student outcomes and community connection. (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,3.4,4,4.1)	Administrators, CAC Members, Community Partner, PTA	1 per semester		Criteria: Attendance of two or more community partners at each of the two events. 10/19/22 - Some Progress
2. Utilize the monthly community partnership sponsors to highlight for connections to our college and career readiness goals. (Target Group: All,ECD,GT,AtRisk) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,3,3.4)	Administrators, Parents, PTA	monthly		Criteria: Were at least 8/10 partners highlighted in connection with College and Career Readiness via weekly/daily announcements? 10/19/22 - Some Progress
3. Make Community sponsor engagement an agenda item at all PTA meetings. (Target Group: All) (Strategic Priorities: 3) (ESF: 1,1.1,1.2,2,2.1,3,3.4)	Administrators, PTA President	monthly		Criteria: Agendas 10/19/22 - Some Progress

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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. (Condition 1 and 6)

Objective 1. (ESF Essential Action 4.1) By streamlining the creation of and use of supplemental aids in math, we will raise our approaches and meets math scores from SCA 3 of last year to SCA 3 of this year for 3rd grade by 6 points. Last year's 3rd grade math scores were Approaches: 86%, Meets 54%, Masters 35% Our goal is approaches 91% or higher, meets 60% or higher, and maintaining over 30% Masters. (Conditions 1, 3, 6, 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Creation of UPS check math tool that is aligned from 1st grade up to 5th grade. (Target Group: ESL, SPED, 504, 3rd, 4th, 5th) (Strategic Priorities: 2,3) (ESF: 1,1.1,4,4.1,5,5.1,5.2,5.3)	Special Education Staff, SpEd Administrator, SpEd Department Chair, Teacher Assistants, Teachers	prior to SCA 1		Criteria: were they created and are they aligned 10/19/22 - Some Progress
2. Creation of place value chart that 'grows' for each grade level with common presentation for consistent usage grade level to grade level. (Target Group: ESL, SPED, 504, 3rd, 4th, 5th) (Strategic Priorities: 2,3) (ESF: 1,1.1,4,4.1,5,5.1,5.2,5.3)	Special Education Staff, SpEd Administrator, SpEd Department Chair, Teacher Assistants, Teachers	by SCA1		Criteria: creation and alignment 10/19/22 - Some Progress
3. Provide PD time during Oct 14 and January PD dates to review progress with common usage and alignment of math supplemental aids. (Target Group: ESL, SPED, 504, 3rd, 4th, 5th) (Strategic Priorities: 2,3) (ESF: 1,1.1,4,4.1,5,5.1,5.2,5.3,5.4)	Administrators, Special Education Staff, Teachers	yearlong		Criteria: completion of PD, usage of tools 10/19/22 - Some Progress

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Goal 3. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Increase the number of in school and out of school options including academic competitions and academic clubs that target high ability GT and high potential students to include a minimum of 3 campus run programs (UIL, Spelling Bee, GT Showcase, 5th grade tutors) and a minimum of 5 community partner enrichment groups. (conditions 2, 3, 6)

Objective 1. (Advanced Academics) Increase the number of in school and out of school options including academic competitions and academic clubs that target high ability GT and high potential students to include a minimum of 3 campus run programs (UIL, Spelling Bee, GT Showcase, 5th grade tutors) and a minimum of 5 community partner enrichment groups. (conditions 2, 3, 6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Leverage community partnerships to include a minimum of 5 after school enrichment program options. (Target Group: All,GT) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,3,3.4,4,4.1)	Administrative Assistant, Administrators	ongoing		Criteria: quantity of community partners supporting after school enrichment. 10/19/22 - Significant Progress
2. Create a minimum of 4 UIL teams. (Target Group: All,GT) (Strategic Priorities: 1,2,3) (ESF: 1,1.1,1.2,2,2.1,4,4.1)	Administrators, Teachers	ongoing		Criteria: Creation of teams 10/19/22 - Some Progress
3. Utilize both community newsletters and staff newsletters to create access for all GT students to participate in the GT showcase for the 22-23 school year. (Target Group: GT,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,4,4.1,5,5.1)	Administrators, GT Advocate, Students, Teachers	ongoing		Criteria: student participation from all grades during GT Showcase. 10/19/22 - No Progress

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Goal 4. (Increased Enrollment) SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022. (Conditions 1, 4)

Objective 1. (Increased Enrollment) SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022. (Conditions 1, 4)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 1 Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.3,3.4)	Administrators, Registrar	bi-monthly		Criteria: accuracy of chart by monthly self audits with registrar. 10/19/22 - Significant Progress
2. 2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1,1.1,1.2,2,2.1,3,3.4)	Administrators, Registrar	March, April, and May		Criteria: percentage of re-enrollment towards 85% by June 1 10/19/22 - No Progress
3. 1. Monitor enrollment numbers by week and by student group. (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1,1.1,1.2,2,2.1,3,3.4)	Administrators, Registrar	March, April, May		Criteria: Are exiting students/families in representation levels that match campus demographics? 10/19/22 - Significant Progress

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Goal 5. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, 90% or more of campus phones will have an accurate outgoing message to reflect the current staff member and the voicemail is actively maintained. (Conditions 1, 4)

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, 90% or more of campus phones will have an accurate outgoing message to reflect the current staff member and the voicemail is actively maintained. (Conditions 1, 4)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training to all staff on how to adjust the outgoing message(s) on the campus phones. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.3,3.4)	Administrative Assistant, Administrators	August and September		Criteria: percentage of accurate messages 10/19/22 - Some Progress
2. Include CARES tips in staff newsletters in at least 1/4 of staff newsletters (9 out of 36) this year. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,3,3.3,3.4)	Administrative Assistant, Administrators	Monthly		Criteria: 9/36 newsletters 10/19/22 - No Progress
3. Work with mentors to create a plan as new hires/late hires get onboarded so they get properly trained. (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1,3,3.4)	Administrators, Lead Mentor	ongoing		Criteria: % of staff that met goal 10/19/22 - Significant Progress

KIKER EL Site Base

Name	Position
Nabers, Virginia	Teacher
McKaskle, Carolyn	Teacher / Co-chair
Kruszona, Nicole	Teacher
Vasquez, Eileen	Teacher
Bochey, AnMarie	Teacher
Jeffrey, Raven	Teacher
Bryson, Christopher	Teacher
Swint, Danielle	Teacher
Mulgoanker, Pooja	SpEd Teacher
Samon, Kristi	Classified Staff
Varga, Heidi	Parent - PTA
Harder, Blair	Parent - PTA
Streyle, Melissa	Parent - Co-chair
Huebner, Adrienne	Parent
Prewett, Adrienne	Parent
Becka, Danielle	Parent
Rerecich, Lindsey	Parent
Faulkner, Warren	Community Member
Grossman, Ian	Business rep
Thelen, Ellen	Parent
Woods, Winter	Parent
Meyer, Stephen	Parent
Trobman, Les	Parent
Zarrad, Jenaya	Parent
Matheny, Cory	Principal

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



SCALED SCORE AND GRADE

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

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	89				93
STAAR Performance Meets	69				73
STAAR Performance Masters	48				50
STAAR Performance Raw Score	69				72
STAAR Performance Scaled Score	92				93

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: **Kiker**
 Campus Number: **227901180**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	92				94
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	85				90
Academic Growth Scaled Score	92				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	6.7	6.7	6.7	6.7	6.7
Economically Disadvantaged % Grouping	6.1 to 7	6.1 to 7	6.1 to 7	6.1 to 7	6.1 to 7
Relative Performance Raw Score	69				80
Relative Performance Scaled Score	72				85
Relative Performance Grade	C	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				95
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

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

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	13	out of	14	2022 Values:	6 out of 6
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:	13	out of	14	2023 Goals:	6 out of 6

English Language Proficiency			Student Success		
2022 Values:	1	out of	1	2022 Values:	11 out of 11
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:	11 out of 11

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