Once published, a living draft of this plan can be found on the campus’ school page at www.austinisd.org/schools.
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Zilker Elementary School Campus Improvement Plan 2019-2020

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)

2019-20 Campus Mission Statement
This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

**Lever 3: Positive School Culture**

### Comprehensive Needs Assessment*

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of all staff members who have completed customer service orientation</td>
<td>AISD CARES team</td>
<td>--</td>
<td>baseline</td>
<td>3.77</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus score on the AISD CARES Customer Service Evaluation</td>
<td>AISD CARES team</td>
<td>--</td>
<td>baseline</td>
<td>56</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># home suspensions (all students)</td>
<td>DEEDS</td>
<td>2</td>
<td>=2</td>
<td>TBD</td>
<td>N/A</td>
<td>=2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My involvement in my child’s education is welcomed by campus administrators, counselors and teachers.</td>
<td>District Family Survey</td>
<td>100</td>
<td>98</td>
<td>97</td>
<td>Goal Not Met</td>
<td>98</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>The faculty and leadership have a shared vision.</td>
<td>Staff Survey</td>
<td>92</td>
<td>--</td>
<td>81</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall, my school is a good place to work and learn.</td>
<td>Staff Survey</td>
<td>98</td>
<td>--</td>
<td>95</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School staff received sufficient training regarding how to use the social and emotional learning approach at this school.</td>
<td>Staff Survey</td>
<td>93</td>
<td>--</td>
<td>97</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students at this school follow rules of conduct.</td>
<td>Staff Survey</td>
<td>91</td>
<td>--</td>
<td>97</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.</td>
<td>Staff Survey</td>
<td>94</td>
<td>--</td>
<td>84</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This school’s discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).</td>
<td>Staff Survey</td>
<td>100</td>
<td>--</td>
<td>97</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing Student Conduct subscale (% favorable responses)</td>
<td>Staff Survey</td>
<td>96.3</td>
<td>--</td>
<td>94.7</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students at my school are respectful of others.</td>
<td>Student Climate Survey</td>
<td>NA</td>
<td>TBD</td>
<td>92</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavioral Environment subscale (% favorable responses)</td>
<td>Student Climate Survey</td>
<td>90.3</td>
<td>--</td>
<td>89.1</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I feel safe at my school.</td>
<td>Student Climate Survey</td>
<td>TBD</td>
<td>--</td>
<td>TBD</td>
<td>***</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Home suspensions = HSS, Discretionary removals = DR, Mandatory removals = MR*
Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Checkmarks</th>
<th>Artifact</th>
<th>Checkmarks</th>
<th>Artifact</th>
<th>Checkmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting schedule with protected time for Child Study Team (CST) meetings, CST meeting protocol, and expected CST participants</td>
<td>X</td>
<td>Referrals by teacher, grade level, time of day, student group, code, consequence, etc.</td>
<td></td>
<td>Customer Service Walkthrough</td>
<td></td>
</tr>
<tr>
<td>Discretionary Removal Checklist</td>
<td></td>
<td>Posted District Customer Service Standards</td>
<td>X</td>
<td>Schoolwide student culture routines, procedures, systems, and rubric for implementation</td>
<td></td>
</tr>
<tr>
<td>Emergency Operations Plans and Drill Schedule</td>
<td></td>
<td>Number/frequency of reviews of student discipline and/or attendance data</td>
<td></td>
<td>Customer Service Campus Data Sheet</td>
<td></td>
</tr>
<tr>
<td>School vision, mission, goals, and values established and translated into Spanish/Vietnamese/Mandarin for bilingual campuses</td>
<td>X</td>
<td>School vision, mission, goals development process, including stakeholder input list</td>
<td>X</td>
<td>Campus Improvement Plan that includes mission, vision, values</td>
<td></td>
</tr>
<tr>
<td>Campus-wide system of rewards and consequences, including restorative practices</td>
<td></td>
<td>Campus-wide program to proactively teach mental health and wellness skills to students</td>
<td></td>
<td>Systems to engage families about their child’s performance/CCMR/postsecondary in a positive, constructive, and personalized way.</td>
<td></td>
</tr>
<tr>
<td>Campus climate surveys with questions, results, and response plans</td>
<td></td>
<td>Assignment of Campus Safety Coordinator</td>
<td></td>
<td>Assignment of Campus Safety Coordinator</td>
<td></td>
</tr>
<tr>
<td>Family and community engagement and impact data colleged and reviewed regularly</td>
<td></td>
<td>Data Analysis</td>
<td></td>
<td>Data Analysis</td>
<td></td>
</tr>
<tr>
<td>Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages):</td>
<td></td>
<td>Strengths: Emphasis on SEL that is campus-wide; discipline practices are developmentally appropriate and promote social and emotional learning; evidence of school to home communication documented in eCST; SEL implementation score exceeded target; Mindfulness Mondays</td>
<td></td>
<td>Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages):</td>
<td></td>
</tr>
<tr>
<td>- Emphasis on SEL that is campus-wide; discipline practices are developmentally appropriate and promote social and emotional learning; evidence of school to home communication documented in eCST; SEL implementation score exceeded target; Mindfulness Mondays</td>
<td></td>
<td>- Decline on TELL survey question about a shared vision; 4 home suspensions for the school year;</td>
<td></td>
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</tr>
</tbody>
</table>

Positive School Culture Strategies
**Essential Action 3.1: Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.**

- Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. (ESF_PL3_EA1c_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will devote time during our PD days to collaboratively develop a shared school vision, mission statement, and campus goals and values.</td>
<td>Alicia Hill</td>
<td>TELL Survey results; Walk through and observation reports.</td>
<td>N/A</td>
<td>May 2020</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Progress Monitoring

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student Performance Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Performance Actual Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Actions for this Cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Zilker Elementary School Campus Improvement Plan 2019-2020

This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

**Levers 4 & 5: High-Quality Curriculum and Effective Instruction**

### Comprehensive Needs Assessment*

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD</td>
<td>TX-KEA BOY</td>
<td>92</td>
<td>77</td>
<td>69</td>
<td>Goal Not Met</td>
<td>82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students meeting their individualized Dyslexia/reading progress measures as defined in their intervention plans</td>
<td>Dyslexia &amp; Literacy/biliteracy Dept.</td>
<td>--</td>
<td>baseline</td>
<td>TBD</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of English Learners at Advanced High or made one year of Composite Progress</td>
<td>TELPAS</td>
<td>40</td>
<td>&gt;=36</td>
<td>27</td>
<td>Goal Not Met</td>
<td>&gt;=36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students in grade 5 who demonstrate proficiency on a problem-based learning activity</td>
<td>TEAMS</td>
<td>99</td>
<td>&gt;=90</td>
<td>100</td>
<td>Goal Met</td>
<td>&gt;=90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Domain 3 Academic Achievement % of targets met (Reading and Math)</td>
<td>TEA data download</td>
<td>Rdg: 7/7, Mth: 5/7</td>
<td>--</td>
<td>Rdg: 7/7, Mth: 6/7</td>
<td>Goal Met</td>
<td>***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Domain 3 Growth % of targets met (Reading and Math)</td>
<td>TEA data download</td>
<td>Rdg: 5/5, Mth: 4/5</td>
<td>Rdg: 6/6, Mth: 6/6</td>
<td>Goal Met</td>
<td>***</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### ISIP % On or Above GL

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>All Students - English</th>
<th>All Students - Spanish</th>
<th>All Students - Combined English and Spanish</th>
<th>African American</th>
<th>Hispanic</th>
<th>ECD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>81</td>
<td>78</td>
<td>70</td>
<td>50</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>76</td>
<td>87</td>
<td>61</td>
<td>60</td>
<td>67</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>83</td>
<td>65</td>
<td>57</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>TELPAS</td>
<td># Tested</td>
<td>% Adv High Composite</td>
<td>% Progressed 1+ Prof Lvl - Composite</td>
<td>% Progressed 1+ Prof Lvl - Listening</td>
<td>% Progressed 1+ Prof Lvl - Speaking</td>
<td>% Progressed 1+ Prof Lvl - Reading</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>-----------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>4th</td>
<td>6</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>6th</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>11%</td>
<td>36%</td>
<td>43%</td>
<td>50%</td>
<td>31%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAAR</th>
<th>All Students - Reading</th>
<th>All Students - Writing</th>
<th>All Students - Math</th>
<th>All Students - Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Lvl</td>
<td>% App</td>
<td>% Meets</td>
<td>% Mst</td>
<td>% App</td>
</tr>
<tr>
<td>3rd</td>
<td>90</td>
<td>68</td>
<td>53</td>
<td>89</td>
</tr>
<tr>
<td>4th</td>
<td>92</td>
<td>63</td>
<td>38</td>
<td>78</td>
</tr>
<tr>
<td>5th</td>
<td>99</td>
<td>86</td>
<td>58</td>
<td>97</td>
</tr>
<tr>
<td>6th</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>73</td>
<td>50</td>
<td>78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAAR</th>
<th>Hispanic</th>
<th>African American</th>
<th>ECD</th>
<th>SpEd</th>
<th>EL Students - Spanish</th>
<th>EL Students - English</th>
<th>EL Students - Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>% App</td>
<td>% Meets</td>
<td>% Mst</td>
<td>% App</td>
<td>% Meets</td>
<td>% Mst</td>
<td>% App</td>
</tr>
<tr>
<td>Reading</td>
<td>90</td>
<td>61</td>
<td>30</td>
<td>86</td>
<td>51</td>
<td>25</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>73</td>
<td>41</td>
<td>5</td>
<td>64</td>
<td>36</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Math</td>
<td>87</td>
<td>51</td>
<td>23</td>
<td>70</td>
<td>32</td>
<td>16</td>
<td>86</td>
</tr>
<tr>
<td>Science</td>
<td>77</td>
<td>48</td>
<td>16</td>
<td>59</td>
<td>36</td>
<td>9</td>
<td>90</td>
</tr>
</tbody>
</table>

**Artifacts Reviewed:** Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

- Sample lessons with formative assessments
- Three to five instructional strategies identified and modeled with consistency and fidelity in all classrooms
- Leadership calendar with PLCs and walkthroughs scheduled
- Assessment calendar with district-wide and level-specific testing expectations for the entire school year
<table>
<thead>
<tr>
<th>Lesson Plan review protocol/criteria/templates</th>
<th>System for staff to identify students who have significant learning gaps</th>
<th>PLCs that include protected time for data analysis and lesson presentations monthly</th>
<th>Monthly progress monitoring and tracking tools for teachers and students</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Lesson Plan submission and feedback cycle expectations and protocols</td>
<td>X Consistent, efficient, and visible structures in the classroom</td>
<td>Sample PLC/Data Meeting minutes</td>
<td>Sample Formative Assessments</td>
</tr>
<tr>
<td>Yearly Planning Guides (YPGs) for all grades and content areas (Scope and Sequence)</td>
<td>Class schedules with English and Spanish content and language allocation-for Dual Language and Transitional/Late Exit bilingual models</td>
<td>Dreambox reports/results</td>
<td>Sample Data Analysis forms, including disaggregated data and plans for reteaching</td>
</tr>
<tr>
<td>Teacher-created PBL lesson plans and student products related to PBL</td>
<td>Dual Language Handbook (for campuses that have created one thus far)</td>
<td>Istation reports/results</td>
<td>AISD Literacy Framework</td>
</tr>
</tbody>
</table>

**Data Analysis**

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): The percentage of grade 1-2 students reading on or above grade level
Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): The percentage of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD

**High-Quality Curriculum and Effective Instruction Strategies**

**Essential Action 5.1: Objective-driven daily lesson plans with formative assessments**

- Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (ESF_PL5_EA1b_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
</table>

Austin Independent School District
Use assessment data to identify students at risk in Pre-K and provide research-based intervention strategies.

| Principal and Pre-K team | Meeting minutes, student assessment data, progress monitoring in eCST | N/A | Ongoing throughout the year. | May 2020 | On Track |

**Essential Action 5.2: Effective classroom routines and instructional strategies**

- Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for students with disabilities and English learners among other student groups. (ESF_PL5_EA2b_INV)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Process Goal</td>
<td>Review BOY assessment data with Pre-K and kinder team to identify students in need of support.</td>
<td>Review lesson plans to ensure alignment to the state standards.</td>
<td>Review MOY assessment data (Dibels and istation) to identify students in need of support.</td>
<td>Review EOY assessment data</td>
</tr>
<tr>
<td>Student Performance Goal</td>
<td>All Kinder students will be assessed using TX-KEA.</td>
<td>Assess all kindergarten students with Dibels.</td>
<td>The percent of at risk kindergarten students who achieve letter-naming fluency on the MOY assessment administration of DIBELS will be greater than 75%</td>
<td>The percent of at risk kindergarten students who achieve letter-naming fluency on the EOY assessment administration of DIBELS will be 75% or greater</td>
</tr>
<tr>
<td>Student Performance Actual Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Austin Independent School District
| District Actions for this Cycle |   |   |   |
Zilker Elementary School Campus Improvement Plan 2019-2020

This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

**Advanced Academics**

**Comprehensive Needs Assessment***

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Campus’ rating on the current year’s GT Campus Accountability Monitoring Plan¹</td>
<td>GT-CAMP</td>
<td>Compliance</td>
<td>Exemplary or Recognized</td>
<td>Exemplary</td>
<td>Goal Met</td>
<td>Exemplary or Recognized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>% African American students enrolled in Gifted/Talented (GT) programs²</td>
<td>TEAMS</td>
<td>17.7</td>
<td>7.7</td>
<td>0</td>
<td>Goal Not Met</td>
<td>7.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% Hispanic students enrolled in Gifted/Talented (GT) programs</td>
<td>TEAMS</td>
<td>10.8</td>
<td>7.7</td>
<td>10.6</td>
<td>Goal Met</td>
<td>7.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Student Assessment = SA, Service Design = SD, Curriculm & Instruction = C&I, Professional Development = PD, Family and Community Engagement = FCE
² Includes African American students who are within the “Two or more races” category.

**Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.**

- 2019-20 Gifted and Talented Campus Accountability Monitoring Plan
  - GT enrollment data disaggregated by grade level, ethnicity, ECD, and ELL
- AP/IB Exam Participation & Performance disaggregated by subpopulations
  - Roster of Gifted and Talented population, including enrolled courses
- Campus Gifted and Talented Count, by grade level and six weeks reporting period
  - Advanced Course/Dual Enrollment rates disaggregated by ethnic groups

**Data Analysis**

Strengths: Percentage of hispanic students identified GT is above the 2018-2019 goal.

Weaknesses: Percentage of AA students enrolled in GT is 0

**Advanced Academics Improvement Strategies**

**Strategy #1**

- GT screening includes efforts to meet or exceed the District’s scorecard target for the percent of GT African American and GT Hispanic students.
### Action Steps

Meet with teachers to review student data in an effort to identify more students who should be referred for GT testing.

<table>
<thead>
<tr>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>GT Committee Chair</td>
<td>Meeting minutes, referrals for GT testing</td>
<td>N/A</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
</tbody>
</table>

### Progress Monitoring

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Identify at least two AA students in grades 3-5 to consider for GT testing</td>
<td>Nominate at least two AA student in grades 3-5 for GT testing.</td>
<td>Identify at least two AA students in grades K-2 to consider for GT testing</td>
<td>Nominate at least two AA student in grades K-2 for GT testing.</td>
</tr>
</tbody>
</table>
# Zilker Elementary School Campus Improvement Plan 2019-2020

## Supporting Special Populations

### Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>% of campus enrollment identified as 504</td>
<td>504 Dept.</td>
<td>&gt;=5</td>
<td>14.97</td>
<td>Goal Not Met</td>
<td>&gt;=5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% 504 Annual and Re-Evaluation meetings held on time</td>
<td>504 Dept.</td>
<td>95%</td>
<td>100%</td>
<td>Goal Met</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of Initial, Transfer, and Annual ARDs held on time</td>
<td>CRTE</td>
<td>100</td>
<td>83</td>
<td>Goal Not Met</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% parent participation for ARDs meetings</td>
<td>CRTE</td>
<td>100</td>
<td>84</td>
<td>Goal Not Met</td>
<td>100</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student’s grade level</td>
<td>CRTE</td>
<td>&lt; 10</td>
<td>0</td>
<td>Goal Met</td>
<td>&lt; 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>504 Coordinator manual</td>
<td>District Special Education Website</td>
</tr>
<tr>
<td>504 Department Website</td>
<td>Eligibility criteria for STAAR Alt 2 (+ video)</td>
</tr>
<tr>
<td>Cheat Sheet for 504 Meetings</td>
<td>Campus Roadmap to Excellence (CRTE) Information Guide</td>
</tr>
<tr>
<td>Referral CHECKLIST for Initial 504 Dyslexia/Dysgraphia Evaluation</td>
<td>Graduation for Students with Disabilities (video)</td>
</tr>
<tr>
<td></td>
<td>Step by Step Guide to Accessing Your Campus CRTE Data Report</td>
</tr>
<tr>
<td></td>
<td>How to Host an Adobe Connect Meeting</td>
</tr>
<tr>
<td>SEEDS Graduation Options for Students Receiving Special Education Services Guidance Document</td>
<td>How to Participate in an Adobe Connect Meeting for Parents</td>
</tr>
</tbody>
</table>

### Data Analysis

**Strengths:**

**Weaknesses:**

### Improvement Strategies for Special Populations
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Goal</td>
<td></td>
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</tbody>
</table>
Zilker Elementary School Campus Improvement Plan 2019-2020

This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

Whole Child, Every Child

Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Campus rating on the Coordinated School Health (CSH) Survey</td>
<td>CSH Survey</td>
<td>Exemplary or Recognized</td>
<td>Goal Met</td>
<td>Exemplary or Recognized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift¹</td>
<td>Fitnessgram via Access/MIS Webmenu</td>
<td>BMI =-1%, Cardio =0%, Curl Ups =0%, Push Ups =3%, Sit &amp; Reach =12%, Trunk Lift =5%</td>
<td>--</td>
<td>BMI =-2%, Cardio =-18%, Curl Ups =2%, Push Ups =5%, Sit &amp; Reach =21%, Trunk Lift =3%</td>
<td>N/A</td>
<td>campus sets own goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students with current immunizations</td>
<td>Seton Health Services</td>
<td>99.47</td>
<td>95</td>
<td>99.62</td>
<td>Goal Met</td>
<td>95</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>% of staff that participate in at least one LiveHealthyAISD Wellness Challenge</td>
<td>AISD Wellness Team</td>
<td>14</td>
<td>20</td>
<td>14</td>
<td>Goal Not Met</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus SEL implementation survey score²</td>
<td>SEL Team</td>
<td>80</td>
<td>61</td>
<td>80</td>
<td>Goal Met</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of community arts partnerships</td>
<td>CLI Team</td>
<td>6</td>
<td>&gt;= 6</td>
<td>32</td>
<td>Goal Met</td>
<td>&gt;= 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of campus created arts experiences to engage families, faculty and community</td>
<td>CLI Team</td>
<td>6</td>
<td>&gt;= 6</td>
<td>15</td>
<td>Goal Met</td>
<td>&gt;= 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of teachers who participate in creative teaching or arts integration professional learning</td>
<td>CLI Team</td>
<td>75</td>
<td>100%</td>
<td>98</td>
<td>Goal Met</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹Body Mass Index = BMI, Cardio = C, Aerobic Capacity = AC, Curl-Ups = CU, Push-Ups = PU, Sit and Reach = SR, Trunk Lift = TR

²The SEL implementation survey score includes 19 indicators spread across four goals: Empowering campus leadership, Coordination with family and community partners, Coordination with climate and pedagogy, and Explicit SEL instruction.

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

| X | Meeting schedule with protected time for Whole Child, Every Child committee meetings, meeting protocol, and expected participants | Submission of Wellness Champ’s Name and title | CATCH Coordination Theme Kits |

Austin Independent School District

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12/17/19
<table>
<thead>
<tr>
<th>3 SEL Signature Practices</th>
<th>GoNoodle and other Brain Breaks</th>
<th>Wellness Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLI CAP Fund Form</td>
<td>Recess/WOW walk through form</td>
<td>Wellness Policy Overview &amp; Ideas</td>
</tr>
<tr>
<td>AISD Arts Inventory</td>
<td>Marathon Kids Posters, What Mile Are You On?, and Marathon Kids Logs</td>
<td>Breakfast in the Classroom Communication Tool Kit</td>
</tr>
</tbody>
</table>

**Data Analysis**

**Strengths:** CSH survey rating of recognized, exceeded SEL implementation goal, community arts partnerships

**Weaknesses:** Percentage of staff who participate in at least one LiveHealthy AISD Wellness Challenge

### Whole Child, Every Child Improvement Strategies

#### Strategy #1

- Provide documentation of wellness activities that are offered to staff. (Wellness_2_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a system for communicating and documenting wellness activities offered to the staff</td>
<td>PE Coach and Administration Team</td>
<td>Survey, documentation form</td>
<td>N/A</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Meet with Coach and CATCH committee to establish a system of communicating and documenting wellness activities.</td>
<td>At least 10% of our staff will have participated in a wellness challenge</td>
<td>At least 15% of our staff will have participated in a wellness challenge</td>
<td>At least 20% of our staff will have participated in a wellness challenge</td>
</tr>
</tbody>
</table>