WEBB
MIDDLE SCHOOL
AUSTIN Independent School Distric

2019-20 Campus Improvement Plan

Including Targeted Improvement Plan

Once published, a living draft of this plan can be found on the campus' school page at
www.austinisd.org/schools.

Campus Programming

Northeast Austin Communities for Educational Readiness (NACER): The NACER family of schools is comprised of 8 elementary schools and 2 middle schools that feed into Northeast Early College High School. By working closely together toward shared academic and community goals, we ensure that our students are primed for success when they walk through any of our doors. www.nacer.org

Problem Based Learning: The campus is implementing Problem Based Learning through the creation of standards based-learning units grounded in real-world, authentic problems or challenges that are connected to the lived experiences of the students and their community.

College Readiness: AVID (Advancement Via Individual Determination), Early College Prep, High School course offerings, Pre-AP course offerings, and GEAR-UP

Career and Technical Education: Touch Data Systems, Education & Training, Culinary Arts, Family, Food and Finance, Information Technology, STEM - Robotics, STEM – Technology, Energy, Power & Transportation

Fine Arts: Art, Band, Choir, Guitar, Instrumental Vocal Ensemble, Mariachi, Music Appreciation, Orchestra, Dance

Special Education: Adapted PE, Life Skills, Resource, Social Behavioral Skills (SBS)

Dual Language and Outdoor Learning

World Languages: AP Spanish IV

Wrap-Around Services: Tuition-based after-school programs, Family Resource Center, Community School, after-school meals, snack program, Communities In Schools (CIS), and mentoring

Lever 1: Strong School Leadership and Planning

Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

Create school year calendar of school events, planning days, and testing calendar.

Engage in bi-monthly staff meetings

Implement weekly grade level team meeting with all grades and elective staff with principals

Define the school's vision and goals for marked improvement

Publish formative assessment results once every six weeks using data dashboard.

Cycle 2: Continue to publish formative assessment results once every six weeks using data dashboard and create response plans created based on formative assessments from cycle 1.

Cycle 3: Re-evaluate the student interventions based on cycle 2 data and regroup student interventions based on the Middle of Year formative assessment results.

Performance expectations are clear, written, measurable, and match the job responsibilities.

Creation of teacher staff guide for clear expectations, procedures and roles
Creation of defined administrators roles
Communicate with staff the administrative roles
Participate in ad hoc committee meetings with faculty to address campus needs
Cycle 2: Participate in ad hoc committee meetings with faculty to address campus needs and share the status of each committee with the entire faculty.
Cycle 3: Participate in ad hoc committee meetings with faculty to address campus needs, and evaluate whether the committee accomplished their goals and create plans for next year.

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Create a PLC planning form that guides staff PLCs to unpack TEK standards, identify power standards, and embed DOK
Create student tracker
Create teacher tracker
Create a PLC protocol form
Cycle 2: Monitor the progress of the PLC planning process and the tracking of student data based on formative assessments.
Cycle 3: Evaluate PLC effectiveness and use the data to inform the support for teachers.
Cycle 3: The principal will evaluate the leadership strategies used to support teachers through walk through data.

Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.

Analyze student data tracker during PLCs leadership meetings.
Report on PLC status at each Leadership meeting and identify coaching needs
Send email and minutes to staff to notify meetings
Cycle 2: Report on PLC status at each Leadership meeting and identify coaching needs. Reassess the teacher tiers of effectiveness. Send email and minutes to staff to notify meetings.

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

Create PLC schedule
Feedback provided to campus leaders
Assign campus leaders to lead at faculty meetings and committees.
Cycle 2: Assistant principals will participate in principal led professional development on instructional observation and feedback.
Cycle 3: Principal will ensure that assistant principals are engaging in the coaching cycles with their teachers and that they are targeting specific topics with tier III teachers.

AVID Schoolwide Systems: AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improved academic performance for all students.

We will provide AVID professional learning opportunities by using our bi-monthly meetings to teach AVID instructional strategies, and then receive feedback on how well those strategies are being received in the classroom. The AVID Site team as a whole will help implement this indicator, and this indicator aligns with our overall professional learning plan.

AVID Schoolwide Leadership: AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

The SLT and AVID Site team will have joint meetings on the third Wednesday of each month. In order to ensure that the higher rigor and college readiness that is established this year remains through staff transitions, we plan on creating systems and schedules that can last for multiple years. We will provide minutes and attendance for meetings in which SLT and Site members meet jointly.

Lever 5: Effective Instruction

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

All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.

Instructional leadership team will review lesson plans in PLC meetings and provide feedback.
Teachers will be trained by SREB on math and literacy processes that will be incorporated in the lesson plans
Provide instructional support to Instructional Coaches through district trainings
Provide multiple professional development opportunities in providing DOK/rigor/ level of questioning
Tier teachers based on effectiveness and provide differentiated weekly coaching
Cycle 2: Monitor the alignment of lesson plans to the following instructional strategies: DOK, rigor, level of questioning, and checking for understanding.
Cycle 2: Instructional Coaches continue the SREB training in order to train the teachers in PLC. Monitor the implementation of math and literacy SREB processes that will be incorporated in the lesson plans.
Cycle 3: Check weekly lesson plans for rigor. Provide multiple professional development opportunities in providing DOK/rigor/ level of questioning. Attend PLC meetings. Tier teachers based on effectiveness and provide differentiated weekly coaching.
Cycle 3: Monitor the implementation of DOK, rigor, level of questioning, and checking for understanding through classroom observations and provide feedback.

AVID Schoolwide Instruction: AVID Schoolwide instruction occurs when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Students will participate in such strategies as Costa's Levels of Thinking, Collaborative Study Groups, and whole class discussion. AVID Site members will help to teach their co teachers AVID strategies to help implement these into their classroom. The AVID Coordinator and fellow members of the Site team will conduct walkthroughs to ensure that these practices are being done in the classroom to foster higher level thinking.

PreK – 12+ College, Career, and Life Readiness

Participate in professional development and utilize tech design coaches on campus. (Tech_1_IMP)
Publish BLEND Campus Community Course. (Tech_2_IMP)

Teachers use BLEND in classrooms: PageView goals at 4000
Use BLEND Campus Community Course to share announcements, events, and deadlines with parents

AVID Schoolwide Culture: AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students continuing on their pathway to college readiness.

Teachers will be trained in the AVID WICOR Strategies. AVID Site members will participate in walkthroughs to ensure WICOR strategies are being used. Teachers will be asked to turn in lesson plans that reflect and identify that WICOR strategies are being used in their classrooms. This aligns with our School Improvement Plan.

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