



**T.A. BROWN**  
ELEMENTARY SCHOOL  
AUSTIN Independent School District

**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](http://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](http://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)

Bilingual/ESL Programs: 1-way Dual Language Spanish

Early Childhood: Pre-K4

Special Education: Bilingual PPCD, PPCD, and Resource

Health and Physical Education: Marathon Kids and outdoor learning opportunities

Wrap-Around Services: Free after-school programs, community school, breakfast in the classroom, snack program, and mentoring

**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 AVID Elementary students are supported on the path to college readiness and all students are supported toward improved academic performance.**

Goal: 90% of students will be taking focused notes( 2-3 column) in at least one subject by May 2020.

Teachers will collaborate on a bi-weekly basis to include in lesson plans opportunities for students to complete 2 or 3 column note taking.

**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 improved academic performance for all AVID Elementary students on their pathway to college readiness.**

Goal: 90% of teachers will bring evidence or samples of student use of AVID strategies to at least one Monday during staff meeting every month.

Site team will meet the first Tuesday of every month to ensure alignment AVID strategies with the monthly professional development for grades K-5, teachers will have the opportunity to provide evidence or samples in Monday's Staff meetings.

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

Goal: TA Brown and Webb Primary's mission and vision will be aligned 100% with AVID by the end of May 2020.
Incorporate Avid in Principal Coffee Talks.
Literacy Night/ Math /Catch/ STEAM
College Day / Bring in College People to Talk/Explore UT
College Game
<b>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.</b>
Goal: 80% of the classrooms walkthroughs will show evidence of at least one WICOR strategy by May 2020.
Walkthroughs
<b>Lever 1: Strong School Leadership and Planning</b>
Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.
<b>Campus instructional leaders meet on a weekly basis to focus on student progress and formative data.</b>
Campus leadership will support weekly grade-level planning meetings and instruction focused staff PLCs will include a review of trends from prior week's walk-throughs, implementation status check of norms and expectations, celebration of growth and accomplishments, review of prior week's Verification of Mastery (VoM) data taken from common assessments and instructional adjustments required, discussion of individual student needs, review of the effectiveness of teaching strategies, and review of completed lesson plans for the following week. At least 1 administrator will be present for each PLC in grades 3-5.
The campus leadership team will meet on a weekly basis to plan adjustments and support based on feedback and minutes from PLCs, and grade-level planning meetings, identify trends from walkthroughs, monitor TIP progress and analyze data from common assessments and benchmarks.
<b>Levers 4 &amp; 5: High-Quality Curriculum and Effective Instruction</b>
Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence
<b>Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. (ESF_PL4_EA1b_IMP)</b>
Administer common and district assessments, including 9-week assessments, benchmarks, and ISIP. Analyze and provide small group instruction and make instructional adjustments based on data. Beginning in Semester 2, Leadership Team will provide all 3-5 common assessments to teachers during their PLC time (1 week prior to lesson implementation).
Semester two campus-designed scope and sequence for team teaching, model teaching, and station teaching. All grades 3-5 teachers will have a partner teacher from the instructional leadership team and will be departmentalized. Lesson plan template updated.
Resources will be streamlined and assigned to each component of the lesson plan cycle and for each content area (warm-up, first teach, independent practice/partner practice/small group). Leadership team will check resource implementation during walkthroughs.
Essential Action 5.1: Objective-driven daily lesson plans with formative assessments
<b>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.</b>
All teachers will submit weekly lesson plans for review and feedback from an administrator.
Beginning in Semester 2, teacher teams will divide up lesson planning for the three lesson plan components (warm-up, first teach, independent practice/partner practice/small group) and will review plans and provide feedback during PLCs.
Essential Action 5.2: Effective classroom routines and instructional strategies
<b>Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations.</b>

Campus administration will conduct walk-throughs in each PreK-2nd-grade classroom at least once every three weeks and bi-weekly for 3rd-5th-grade teachers to ensure consistent implementation of instructional expectations and campus initiative and provide teachers with (written/electronic) feedback within 48 hours. Feedback will include actionable, bite-sized action steps to be taken with an expected date of completion. The feedback will be used to guide various campus meetings.

**Essential Action 5.3: Data driven instruction**

**Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.**

Schedule protected time (i.e., PLCs, CSTs) for collaborative discussions on student progress.

Instructional Leadership Team will meet 1-on-1 with all grade 3-5 students and establish goals for the semester.

Beginning in semester two, students in grades 3-5 will graph their own progress on common assessments.

**Advanced Academics**

**GT screening includes efforts to meet or exceed the District's scorecard target for the percent of GT African American and GT Hispanic students.**

Participate in G/T Lead pilot to identify students that demonstrate leadership skills that may not be observed in the current identification process.

Review school-wide rosters and collaborate on scholars that have not been nominated by parents.

**PreK – 12+ College, Career, and Life Readiness**

**Increase attendance through the support of PTA, community partners and staff.**

Parent leaders will conduct a piñata making class that will later be given as prizes for students earning perfect attendance every nine weeks. 3 are given away per nine weeks.