



**WALNUT CREEK**  
**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: Late Exit

Early Childhood: Pre-K3 and Pre-K4

Special Education: Bilingual PPCD, PPCD, Bilingual Lifeskills, Bilingual Resource, Resource, Social Behavioral Skills (SBS) , Adapted Art, Adapted PE, Special Education Counseling

Health and Physical Education: Marathon Kids, North Austin Soccer League, and outdoor learning opportunities

Wrap-Around Services: Tuition-based after-school programs, Free after-school programs, after-school meals, mentoring, Communities in School (CIS), Boys and Girls Club, Child Inc., Christi Center Grief Counseling, Dyslexia Center of Austin, Samaritan Center Small Group Counseling

### **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 clear, written, and transparent roles and responsibilities (both operational and instructional) for the Campus Leadership Team (Principal, APs, Instructional Coaches).

Create a calendar with weekly targeted goals for the CLT in terms of completed walkthroughs.

Create walkthrough form that includes a systems check as well as AVID strategies, use of new reading lesson plans, evidence of differentiation, and student engagement.

Assign each leadership team member to a specific content area (reading or math) and PLC to guide the teachers in using their lesson planning protocols (AVID protocols) and align curriculum, instruction, and assessment, as well as incorporating the 6 Cs. Ensure assigned leadership team members are meeting with content areas.

Conduct observations in each PreK-5th grade classroom at least once every two weeks to ensure implementation of instructional expectations and campus initiatives and provide each teacher with (written/electronic) feedback within 48 hours. Feedback includes actionable, bite-sized feedback with due date. Walkthrough completion checked weekly at leadership meetings.

Weekly leadership team meeting will include review of walkthrough completion, walkthrough results, and analysis of common assessment data weekly. IStation usage, formative loop, ISIP assessments, and high-frequency/fluency program reviewed on a weekly rotation. Agenda is updated to capture next steps.

**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.**

By May 2020, 50% of teachers in grades 3-5 will be trained in AVID WICOR methodologies through the AVID Summer Institute or other AVID-Center approved Divisional trainings.

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

By May of 2020, the School Leadership Team and the AVID site team and Principal will collaboratively make decisions that promote college readiness and high expectations of our scholars.

## **Lever 5: Effective Instruction**

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.**

Create a lesson plan template including clear objectives, opening activities, time allotments, differentiation, curricular goal, specific needs of student groups, formative assessment exemplar responses, AVID WICOR strategies and share template with teachers.

Create a Google form to monitor completion of lesson plans and revisions. Review form results regularly at Friday leadership team meetings.

Update PLC agenda to include review of completed lesson plans as well as time for data analysis.

Teachers bring completed lesson plans to Tuesday PLCs one week in advance. At least 1 CLT member will be present at each PLC. Teachers make adjustments based on feedback and re-share lesson plans to their team by Thursday. Communication via staff meetings, weekly newsletter, email, and in-person at the PLC meetings regarding these changes.

Identify teachers in need of additional support in lesson planning, instruction, classroom management, and data analysis and provide customized support based on teacher need (this includes new teachers).

Essential Action 5.3: Data driven instruction

**Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.**

Create an assessment calendar that specifies the frequency of common assessments and approved/vetted item banks.

Assessment reflection form will be adjusted to include SEs/TEKS and discussion questions.

Teachers will be taught how to use the progress monitoring document and assessment reflection form and expectations for ongoing use.

Common assessments, district benchmarks, ISIP data, and formative loop (numeracy) data will be analyzed 2x per month at Instructional Collaborative meetings (alternating with faculty meetings)

At the PLC following the IC meeting, teachers will make adjustments to lesson plans based on results of data analysis.

Work with teachers to create a system for documentation of skills that students are mastering or struggling with, and next steps for teachers to meet individual student's needs.

**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.**

By the end of the 2019-2020 school year, students in Walnut Creek will strengthen their reading skills by the implementation of WICOR strategies, planners, and/or note-taking to improve achievement by 10%.

## **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
<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>
By May of 2020, the School Leadership and AVID Site Team will collaboratively work with K-5th grade teachers through PLCs or grade level meetings to plan and design lessons that engage AVID Elementary students in rigorous curriculum and instruction 70% of the time.