



**BARRINGTON
ELEMENTARY SCHOOL**
AUSTIN Independent School District
2019-20 Campus Improvement Plan

Including Zone Innovation Plan and 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)

Bilingual/ESL Programs: 1-way Dual Language Spanish

Early Childhood: Pre-K3 and Pre-K4

Special Education: Adapted PE, Bilingual Life Skills, Life Skills, Bilingual PPCD, Bilingual Resource, and Resource

Health and Physical Education: Marathon Kids and outdoor learning opportunities

Cultural Proficiency and Inclusiveness: Restorative Practices

Wrap-Around Services: Free after-school programs, tuition-based after-school programs, community school, after-school meals, breakfast in the classroom, snack program, Communities in Schools (CIS), 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.

Our campus will design our lesson plan templates so teachers can ensure their lesson plans are WICORized across all contents. Instructional coaches will design the template, coach teachers, and provide feedback to the teachers on a weekly basis.

All teachers will be trained on implementing WICOR in lessons and continue to learn strategies to implement all components of WICOR in their LP. The Site team, administration, and the AVID Site Coordinator will plan to train staff and meet with the grade level teams on a weekly basis to discuss AVID.

All teachers will receive coaching and provided feedback on their instructional practices and WICOR will be one of the components that will take part in the coaching process. Coaches will observe, and meet weekly with teachers to discuss best practices in the classroom, including WICOR that will help teachers improve their practices to deliver successful lessons.

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.

All 3-5 grade classes will implement the AVID Binder and AVID Agenda so students can keep track of their coursework and organize their thinking and learning. The coaches will meet with teachers on a biweekly basis for alignment. Teachers will implement the binder and agenda and provide feedback to students.
Teachers will engage and collaborate in PLCs to plan for rigorous lessons that will increase student achievement and success. WICOR will be the guide for planning. Teachers will be involved in PLC meetings on a monthly basis in order to analyze data, plan, and set new goals. Coaches and administrators will facilitate the PLCs.
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 AVID Site Team will meet on a monthly basis to discuss the progress on the implementation of WICOR and its components in the classroom and verify student achievements. The Barrington AVID Site Team along with the Innovation Zone Committee will meet on a monthly basis to analyze and reflect on the implementation of WICOR and all AVID.
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.
On Fridays, all students and staff will dress in college gear of their choice and celebrate college choice and culture. All staff will engage and promote College Spirit Fridays on a weekly basis
Barrington will have a college and career day that will involve all students and staff where students will be exposed to college and career choices. The school counselor along with the Design Team will plan, prepare, and facilitate College and Career Day.
Barrington staff will display the college(s) they attended in their classrooms/offices so students will learn about college culture and the importance of post-secondary education. All Barrington Staff with post-secondary education will display the college(s) they attended as part of Barrington's college awareness goals.
Barrington will display college banners throughout the main halls to promote college culture and choice and the importance of post-secondary education. The Barrington AVID Site Coordinator will contact colleges and request banners to start the project and continue updating it.
Lever 2: Effective, Well-Supported Teachers
Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.
Develop and document a plan with multiple strategies for recruiting teachers.
Cycle 2: Communication with Human Resources is focused on the needs of the campus. Human Resources routes applicants to Barrington via AppliTrack based on campus vacancies.
Cycle 3: Teachers will fill out the Staff Planning sheet for the 2020-2021 school year. The staffing selection and placement for the following year will be based on the results of the staff's input.
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.
Codify clear selection criteria, protocols and induction processes that align to Barrington's vision and mission
Cycle 2: Teachers are assigned a mentor if considered new in teaching in addition to being assigned a team leader and a coach who supports the grade level.
Cycle 3: Teachers will be given the grade level assignment and expectations and will use professional development opportunities to support teacher needs.
Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.
Develop a campus tool for coaching for conducting observations
3rd-5th grade teachers receive training in Formative Assessment
Cycle 2: Teachers in need of support receive coaching at least once every other week by coaches and/or administrators.
Cycle 3: Retainment strategies will be used to support and retain high performing staff.
Teacher placements are strategic based on student need and teacher strengths.

Determine teacher placements strategically based on student data and teacher strengths and years of experience
Cycle 2: Monitor and support the teacher to ensure the student needs are being met as evidenced by the coaching tracker and lesson plan feedback.
Cycle 3: Teacher assignment is based on student need based on EOY data and using teacher strengths to fill grade level positions.
Essential Action 2.2: Build teacher capacity through observation and feedback cycles.
Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time.
Ongoing C1, C2, C3: A coaching framework, which includes observation and feedback procedures and timelines, and provide training to all coaches and teachers. Monitor instruction to understand the impact of the coaching framework.
Cycle 2: Monitor instruction to assess the impact of the coaching framework and continue coaching cycles as needed.
Cycle 3: The use of walkthroughs with feedback will continue to impact teaching and learning will impact overall performance data based on EoY data in Reading and Math.
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.
Refine the daily lesson plan format, which is aligned to the Barrington literacy framework, to include time allotments for each part of the lesson, specific AVID WICOR alignment and formative assessment (3rd-5th). Grade level teams will meet weekly to develop and submit lesson plans. Bi-weekly, teams will review the AVID binder as a student work sample.
Cycle 2: Teachers use the lesson plan format with AVID, WICOR alignment and formative assessment (3rd-5th). Grade level teams meet weekly to develop and submit lesson plans. Bi-weekly, teams review the AVID binder with student work sample.
Cycle 3: Teachers create and submit lesson plan with 100% of the teachers using AVID, WICOR, and formative assessment components with fidelity (3rd-5th). Grade level teams meet weekly to develop and submit lesson plans. Bi-weekly, teams review the AVID binder with student work sample.
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.
Develop a working document that explicitly shows the process for lesson plan feedback and how to solicit support.
Cycle 2: Teachers submit lesson plans weekly with at least one week in advance by Monday Coaches give lesson plan feedback within 48 hours of submission.
Cycle 3: The lesson plans show evidence of alignment to the standards.
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.
Ongoing C1, C2, C2: PLCs will meet every 4 weeks to plan, collaborate and use corrective instruction to design re-teach and intervention opportunities through data analysis.
Cycle 2: Teachers will use assessment data to complete VOMs for unit assessments and district assessments.
Cycle 3: Teachers will use release assessments to inform of student progress and to ensure students receive the academic support based on missed standards.