



WINN
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.

Signature Programming: Montessori

College Readiness: AVID (Advancement Via Individual Determination)

Bilingual/ESL Programs: 1-way Dual Language Spanish

Early Childhood: Pre-K3, Tuition Pre-K3, Pre-K4, Tuition Pre-K4

Special Education: Bilingual PPCD, PPCD, Resource

Health and Physical Education: Marathon Kids and outdoor learning

Wrap-Around Services: Free after-school programs, tuition-based after-school programs, after school meals, 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: Implement academic support structures and scaffold rigorous instructional practices to ensure students develop deeper levels of understanding in rigorous work.

Identify WICOR components in lesson plans

Anchor charts as academic supports

Use binders on assessments

Essential Question and focused note taking

Use planners

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: Our teachers are implementing focused note taking in 3rd, 4th, and 5th grade in the first 3 months of school in the subject of reading. We will implement academic support structures and scaffold rigorous instructional practices to ensure students develop deeper understanding in rigorous work.

Focused note taking (3rd, 4th, 5th)

Students display evidence of student questioning

Open note quizzes

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: Principal and SLT communicate the school's mission and vision, and stakeholders embrace and support the school's mission and vision.

Incorporate AVID language and ideals into school mission (success in a global society, closing the achievement gap)

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.

Goal: Ensure at least 50% of all elementary students and their families participate in workshops offered by the school such as enrichment activities, community services, service learning, and college/career exploration.

Give 2-3 week notice for events

Coffee with the Principal

Campus Advisory Council (CAC)

PTA Movie Night

Career Day

Fall Festival

Zone Innovation #1 - Action Plan

Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence

In the 19-20 SY, students in grades PK-2nd will have the Montessori experience and be prepared to meet the state standards and succeed in reading on or above grade level, and be prepared for successful performance for 3rd-5th grade-level standards. Teachers will integrate the TEKS into the curriculum while maintaining the authenticity to the Montessori Method.

PK-2nd teachers will ensure students have a Montessori prepared environment. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.

Leadership Team will review and support teachers with lesson planning to ensure components of Montessori PK-2 are aligned with TEKS. We will also ensure support and alignment with grades 3-5 tested subject and grade state standards.

PK-2nd teachers will use Transparent Classroom to enter lesson plans and also generate a parent progress report during the middle of every grading period.

PK-2nd teachers will ensure implementation of literacy components (guided reading, read aloud, reading independently, shared reading, word study) in their classrooms, and lessons show and align to TEKS

PK-5 teachers will administer assessments aligned to state standards, and implement individual action plans for struggling students. Plans will be reviewed on a monthly basis.

PK-2nd teachers will introduce material from concrete to abstract as students build literacy skills. (e.g., sand paper letters, movable alphabet, vocabulary cards)

PK-2nd To build comprehension, the teachers will use rich vocabulary, essential questions, and recommended materials, including content-rich texts across the content areas (in all of the classrooms). The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.

Classroom Teachers PK-2nd will continue Professional Development to strengthen their knowledge of Montessori method and alignment of TEKS. Classroom teachers 3rd-5th will continue planning on a weekly basis and will attend PD on new instructional materials for reading. All classroom teachers will follow professional development calendars. They will attend ongoing content-focused job-embedded training linked to high-quality curriculum for early childhood through grade 12, in all core subjects.

Zone Innovation #2 - Action Plan

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

In the 19-20 SY, we will create a literacy framework for Montessori alignment in grades PK-2nd ensuring the components of literacy are included (guided reading, shared reading, read alouds, literacy library, and vocabulary lessons to ensure students) are reading at a grade level. Strengthen vocabulary 3rd-5th.

Teachers will be trained in literacy components of Balance Literacy to define what mastery looks like by standard, and campus instructional leaders review lesson plans frequently for alignment to the standards,

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| <p>the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.</p> |
| <p>Identify and use assessments to determine mastery of key literacy skills (decoding, fluency and comprehension, and genre identification) and ensure alignment of instruction and assessment across grades (reflection, student interviews, paper/pencil, etc.). This is in preparation for upper-grade learning expectations.</p> |
| <p>Conduct bi-weekly data review of assessments and reading levels, and plan responsive instruction. Campus instructional leaders review dis aggregated 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.</p> |
| <p>Teachers will develop and implement a vocabulary action plan PK-5th. Teachers will deliver lesson plans that include clear objectives, opening activities, time allotments that indicate 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.</p> |
| <p>Grades 3rd-5th will implement three to five AVID instructional strategies aligned with literacy (e.g. monitoring aggressively, student-to-student discourse, strategic prompts), classroom procedures, and routines are introduced, modeled, and practiced with consistency and fidelity in all classrooms.</p> |
| <p>Classroom teachers will incorporate 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 to improve language acquisition in English.</p> |
| <p>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.</p> |
| <p>Zone Innovation #3 - Action Plan</p> |
| <p>Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence</p> |
| <p>In the 19-20 SY, we will implement writing alignment from PK-5th, in alignment with each grade writing TEK to ensure students are taught writing to mastery and are grade appropriate ready. PK-2nd will use writing in all content areas. 3rd-5th will use AVID note taking strategies to improve writing skills and meet TEKS.</p> |
| <p>Professional development calendars for teachers are implemented which provide introductory and ongoing content-focused, job-embedded training linked to high-quality curriculum for early childhood through grade 12, in all core subjects.</p> |
| <p>PK-2nd grade will use Montessori materials and traditional to focus on improving writing, using modeling techniques and best practices. 3rd-5th will use AVID note taking to improve writing focusing on grammar and improve student writing. Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.</p> |
| <p>Classrooms teachers 3rd-5th will attend AVID training to implement AVID note taking strategies, and will participate in AVID/Writing alignment meetings once a month to ensure that AVID strategies and Writing TEKS are being implemented successfully.</p> |
| <p>Classroom Teachers will use assessments aligned to Writing TEKS from PK-5th grade. The assessments will be 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.</p> |
| <p>Classroom Teachers will use instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, to model writing. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups</p> |