HART
ELEMENTARY SCHOOL
AUSTIN Independent School District
2019-20 Campus 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

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

Health and Physical Education: Marathon Kids

Wrap-Around Services: Free after-school programs, tuition-based after-school programs, community school, after school meals, breakfast in the classroom, 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.

Goal: By the end of the 2019 – 2020 school year, all Kindergarten through fifth grade students (who began the school year before the snapshot date) will increase their ISIP overall reading scores by 3 points each month.

Using two and three-column notes and graphic frames to organize thinking (phonics, orthographic problems, vocabulary, etc.)

Critical Reading Strategies: Marking the Text, Writing in the Margins, and Costa's Levels of Inquiry.

The AVID Site Team will provide monthly professional development in AVID WICOR strategies via a monthly PLC.

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 AVID Systems goal is that the Site Team will meet monthly to collaborate and plan monthly professional development in AVID strategies to increase instructional rigor. A PLC will meet monthly to learn new WICOR strategies. In addition, we will create an articulation plan for our school.

The AVID Site Team will meet monthly (or more) to collaborate and plan professional development for faculty.

The AVID Site Team will provide monthly professional development in AVID WICOR strategies via a monthly PLC.

The AVID Team will develop an articulation plan for the school involving the Organizational Tool, Note-Taking, Agenda/Planner, and Levels of Questions/Thinking.

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: The school's mission and vision is aligned with AVID's mission and vision for students on their path to college readiness. This will serve as a foundation for decision-making and will be integrated through school documents.

Update and ensure the School Improvement Plan and Mission Statements are updated to show alignment with AVID's mission and vision for college readiness.

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: Student awareness of college, as well as students' desires to attend college, will increase from the beginning of the year to the end of the year, demonstrating that students are continuing on the pathway to college readiness.

Create a survey asking students about their levels of college awareness and plans to attend college.

Develop/increase college-going culture.

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).

Devise calendar for observation and debriefs.

Essential Action 1.2: Focused plan development and regular monitoring of implementation and outcomes

Campus leaders regularly use data and other evidence to track progress towards intended outcomes.

Use data to drive instruction and intervention.

Lever 2: Effective, Well-Supported Teachers

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.

Leadership team collaborate regarding best strategies to assist high-performing teachers with support.

Essential Action 2.2: Build teacher capacity through observation and feedback cycles.

Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

Leadership team utilizes observation feedback protocol.

Lever 3: Positive School Culture

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

Provide PD for AVID school wide implementation.

Essential Action 3.2: Explicit behavioral expectations and management systems for students and staff

Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.

Meets weekly to identify trends in what is being observed.

Essential Action 3.3: Proactive and responsive student support services

Students are provided with the support services (e.g., counseling, mentoring, external service referrals) that address their needs.

Renew all external stakeholder partnerships for the purpose of providing ongoing support to students.

Levers 4&5: High-Quality Curriculum and Effective Instruction

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

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.

Lesson plan formats are aligned throughout the school.

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. (ESF_PL5_EA1b_IMP)

> Leadership team meets to discuss rubric for reviewing lesson plans; provide feedback to grade level teams.

Essential Action 5.2: Effective classroom routines and instructional strategies

Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. (ESF_PL5_EA2d_INV)

> Walk through observation schedules

Essential Action 5.3: Data driven instruction

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

> Teachers implement SMART goals with students depending on grade level.

Essential Action 5.4: RTI for students with learning gaps

All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.

> Implement student progress monitoring spreadsheet.

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.

> All faculty trained on the GT nomination process.

PreK – 12+ College, Career, and Life Readiness

Integrate Attendance Matters for Students webinar into advisory at beginning and mid-year.

> Show webinar at the beginning and the middle of the school year.

Communication and Community Engagement

Hold at least 8 regular Campus Advisory Council meetings each year.

> Meet with CAC on the second Thursday of every month.

Whole Child, Every Child

Create a Whole Child, Every Child committee that meets monthly to monitor campus goals.

> Create an SEL PLC to address character education virtues.