



PICKLE
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 & 2-way Dual Language Spanish

Early Childhood: Pre-K3 and Pre-K4

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

Health and Physical Education: Marathon Kids, Brighter Bites, and outdoor learning

Cultural Proficiency and Inclusiveness: Social Emotional Learning & Restorative Practices

Wrap-Around Services: Free 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: Each day, Pre-k -5th Grade students and teachers will use the AVID Binder (at their appropriate development level) to prepare our students for college, career and life. Implementation will begin August 20th and will fully implement by January 8th.

Team members in charge of each grade level to collect data.

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: Teachers and staff will receive training bimonthly at faculty meetings centered around WICOR strategies.

Planning, Organizing, Presenting Bi-Monthly WICOR Strategies Professional Development.

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: Classroom teachers will send home Pickle Village reports with academic and social emotional progress. The report will be sent home monthly and students will return them to classroom teacher within 3 days, with parent signature.

We will relate the Pickle Village expectations to faculty and staff during our Bi-Monthly professional development.

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 eligible elementary students and their families participate in workshops offered by the school.

Generate a list of current and upcoming workshops. Generate a registration log for each workshop.

Zone Innovation #1 - Action Plan

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

During the 19-20 SY, we will deepen and strengthen math instruction by A) increasing staff capacity for purposeful and applicable math instructional practices K-5, B) implementing a school-wide structured math block (including a 15-minute fluency block), and C) creating exploratory math-related after-school math clubs.

Adjust our math block to include a numerical fluency component as well as time for guided math groups.

Create a numerical fluency scope and sequence per grade level to ensure all students have access to instructional activities meant to elicit higher number sense and flexibility

Develop a professional development session to learn about the new math block and the initiatives within the allotted math time.

Create a schedule of Math Talks with the purpose of inviting professionals who use Math as part of their work (Construction Worker, Civil Engineer, Nurse, etc.)

We will create enrichment opportunities in after-school clubs (chess club, robotics, number sense, math pentathlon, etc.)

Create a regular schedule for data analysis (monthly half days)

Develop and implement a detailed math expectations guide for every grade level with every component of the block explained in detail. In addition, teachers will 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.

Develop and deliver PD session on concrete, to representational, to abstract. Include opportunities for problem-based learning/instruction.

Create formative assessments which incorporate student choice and require student communication/collaboration (performance oriented)

Develop a schedule in which grade level teachers conduct math trainings for parents (occurring at the start of units - once a month)

We will review lesson plans frequently for alignment to our math expectations guide, state standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (Lever 5.1, Bullet 2)

Zone Innovation #2 - Action Plan

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

During the 19-20 SY, we will develop a school-wide approach to student SEL.

We will partner with Dynamic Mindfulness to offer a training to all staff members.

As a part of ongoing Professional Development, staff will continually revisit and refine the campus mission, vision, and values, to ensure a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. This will include SEL Professional Development to practice new SEL strategies, and reflect on how personal social and emotional growth can impact the ways we interact with colleagues, staff members, and our students' families.

Buffet of options for classroom implementation (Love and Logic, Mindful Education, Culturally Responsive Teaching and the Brain, Conscious Discipline, CHAMPS, etc.)

Received from Counselor - Weekly SEL Focus lesson on Monday Announcements - (teachers have available the curriculum) consistent as needed individual support / scheduled classroom guidance

Received from Administration - Weekly SEL Focus shared in Morning at the Gym and/or announcements-Linked to Student Leadership opportunities/ script and scope and sequence on Pickle SEL module.

Received from Parents - Free SAMA de-escalation training through district, regular communication about progress, events, homework etc. through Remind App,

Provide after-school SEL sessions and align to the student and teacher learning happening in the school

"Develop training on classroom procedures to set the stage for a productive and calming environment (PD Training Idea about Procedures - Collecting the Best from the Best!
 Activity with anchor chart paper under several different procedural categories
 2 different color spot it notes
 Presenter(s) will review the procedure categories for clarification.
 The following (or other) category pages will be posted.
 Teachers will have (2 minutes) to think about an area(s) where they feel they could use suggestions to better serve the students and themselves. Write this on a pink sticky note and post it on the appropriate poster. Take a "museum walk" around the room to see what struggles others are having that they might have a suggestion to share. Return to seat. 1 minute each share either a challenge or a Best from the Best suggestion for a solution with people at their group/ side by side.
 Facilitator will look at posters and find areas where several teachers have challenges and give time for BftB suggestions.
 "Homework" assignment- Bring / email a description of a practice you employ in your classroom that you specifically find beneficial -eg. Pencil sharpening plan, jobs, signals etc.
 Book Resources - First Day of School - Wang, Explicit Instruction - Archer and Hughes pages 109 - 130, Conscious Discipline - Becky Bailey, AISD First 20 days online"

Secure CIS Partnership for the 2019-2020 school year

Incorporate Restorative Practices Associate, SEL Specialist, CIS Social Worker, MTSS associate, and campus team into the "SEL" team. This team will give direction and feedback on the carried out activities throughout the school year. We will create a community framework for how SEL looks like at Pickle. This will incorporate the learning which has occurred through the year into a cohesive plan which will guide our approach to SEL in subsequent years.

Provide TBRI training to all staff through the MTSS department

Integrate AVID policies and practices with SEL campus-wide improvement steps to ensure attention to high-expectations, shared ownership for student success, and college and career readiness.

Staff will complete periodic campus climate surveys to assess and measure progress on student and staff experiences (use AISD TELL Survey questions and any additional campus-based questions) - calendar bi-monthly.

Zone Innovation #3 - Action Plan

During the 19-20 SY, we will create the Pickle Village to intentionally connect students to adults and staff to families and engage all in student learning and success.

Every parent will receive a monthly communication indicating the progress their child is making based on the following: ISIP, reading fluency if applicable, math metrics, and SEL.

Develop a schedule for learning/collaboration opportunities with parents and community members throughout the year. Focus on SEL, School Improvement, Communication, Safety, etc.

Develop a schedule of monthly parent engagement/collaboration meetings to review math units. The meetings will occur on Friday's - teachers will plan and deliver these monthly sessions.

Improve communication between parents and our school by utilizing the following resources: Remind, School Messenger, Monthly Student Progress Reports, Newsletters, and school marquee. Ensure timely notification of school-wide events is communicated at least 3 weeks in advance.

Create a volunteer opportunity list which includes the following: small group reading in classroom, buddy reading, cafeteria monitoring, front office parent greeter, teacher helper, special events volunteer, etc. This will provide parents with a diverse range of volunteering opportunities so they may choose the activity which interests them the most.

Partner with the Virginia L. Brown Recreation Center, the Austin Public Library, and Austin Public Health clinic to provide community and parent engagement opportunities such as : Thanksgiving Community Dinner, Father/Daughter Dance, Book Reading Sessions, Fall Festival, African American History Month program, etc.