

# Winn Elementary School

## Campus Improvement Plan

### 2020/2021

*Includes Zone Innovation Plan*



**WINN**  
**ELEMENTARY SCHOOL**  
**AUSTIN** Independent School District

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Date Reviewed:

DMAC Solutions ®

Page 1 of 15

Date Approved:

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### **Campus Mission**

The mission of John B. Winn Elementary is to maintain a collaborative community of learners where staff, parents, and community members aim at the same goal of creating a physical and social-emotionally safe environment for all students. We strive to build joyful, academically rigorous learning environments which support the unfolding of each child's potential. In creating this positive environment, we embrace the cultural diversity that exists on our campus. We work to instill a sense of self-confidence, independence, and pride while emphasizing responsibility to the community. We strive to treat one another with dignity and respect regardless of differences of race, ethnicity, socioeconomic status, and or personal opinions. Winn Elementary is a campus where all adults must communicate in a positive manner, as our common goal is to model proper behavior for the young lives we are shaping.

### **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

### **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

**Every Student Succeeds Act (ESSA)**  
**Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements**

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. 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). The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

**Instructions for Campuses**

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

**See additional file attached**

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Strengths

Our current trajectory with Transitional Late-Exit Bilingual Program at Winn is trending well with 50% of our 4th graders and 47% of our 5th graders improving one more more levels from the prior year in reading, and 90% of our 5th graders progressing one or more levels in listening from the prior year. In that same category, our 93% or our 3rd graders improved one or more levels.

2020 MOY scores in reading our 4th grade ELLs taking the Reading MOY in English were at 60% MEETS and our 5th grade ELLs taking Reading MOY in English were at %56.

Our ELL Math MOY scores were another strength. Our 3rd graders were at 59% overall, 4th grade at 60% and 5th grade at 50%.

Science was also a strength for us with our 5th graders All Student scores at 78% approaching and ELLs at 39% MEETS.

### Student Achievement Weaknesses

Our weaknesses were in our Reading MOY scores for 3 - 5th in the African-American sub group who were only at 20% MEETS in each grade level.

The same is true of the Math MOY results in 4th and 5th grade African-American students who were also only meeting the standards at 20% each.

### Student Achievement Summary

Our ELLs are progressing very well with English language acquisition which is raising their scores in most areas. Our focus on African-American students needs to be re-calibrated to see how we can help that subgroup improve in all areas.

## SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$87,120)			

# Winn Elementary School

## Goal 1. Zone Innovations

**Objective 1.** 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The 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. (Lever 4.1, Bullet 1) EVIDENCE: Attending Zoom meetings, Walk-through Observations, bi-weekly meetings with Leadership Team (Title I SW Elements: 2.4) (Target Group: LEP, SPED, K, 1st, 2nd, 3rd, 4th, 5th) (Strategic Priorities: 4)	Grade Level Team, Leadership Team, Teachers	1st Semester		02/01/21 - Some Progress
2. PK-2nd teachers will use Seesaw platform to enter lesson plans and also generate a parent progress report to communicate student progress. EVIDENCE: SeeSaw (Title I SW Elements: 2.6) (Target Group: H, W, AA, ECD, 1st, 2nd) (Strategic Priorities: 2)	Leadership Team, Teachers	8/8/20-6/2/21		02/01/21 - Some Progress
3. PK-2nd teachers will ensure implementation of literacy components (read aloud, reading independently, shared reading, word study) in their classrooms, and lessons show and align to TEKS EVIDENCE: Zoom visits, Walk through Observations, Transparent Classroom (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Leadership Team, Teachers	8/18/20-6/2/21		02/01/21 - Some Progress
4. Pk-5 teachers will administer assessments aligned to state standards, and implement individual action plans for at-risk students (according to data). Plans will be reviewed on a monthly basis. (Lever 4.1, Bullet 2) EVIDENCE: Student Assessments (CLI, KEA, MAPS), eCST meetings, eCST goals (Title I SW Elements: 1.1) (Target Group:	Leadership Team, Teachers			02/01/21 - Some Progress

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
AA,ESL,LEP) (Strategic Priorities: 4)				
5. 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. (Lever 4.1, Bullet 3) EVIDENCE: Transparent Classroom, Adm. Observations, Prepared Environment (Title I SW Elements: 2.4) (Target Group: All)		8/8/20-6/2/21		02/01/21 - Some Progress
6. 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. (Lever 4.1, Bullet 4) EVIDENCE: PD calendar, Meeting Notes, lesson plans (Title I SW Elements: 2.5) (Target Group: All)		8/8/20-6/2/21		02/01/21 - Some Progress

# Winn Elementary School

**Goal 1.** Zone Innovations

**Objective 2.** 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support. (Lever 5.1, bullet 2) EVIDENCE: PD calendar, lesson plans,				
2. 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 (e.g., reflection, student interviews, paper/pencil, etc). This is in preparation for upper-grade learning expectations. EVIDENCE: Teacher observations, assessments, (Transparent Classroom in Montessori classes)				
3. Conduct bi-weekly data review of assessments and reading levels, for K-5th and plan responsive instruction based on MAPS. 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. (Lever 5.3, bullet 1) EVIDENCE: MAPS, Data meetings, action plans, intervention or enrichment for all students				
4. Teachers will develop and implement a vocabulary action plan PK-5th. Teachers will				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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.(Lever 5.1, bullet 1) EVIDENCE: classroom environment, classroom observations, interviews with students, 3rd-5th anchors of support and student work				
5. 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. (Levered 5.2, bullet 1) EVIDENCE: Binders, note taking aligned to literacy				
6. 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. (Lever 5.2, bullet 2) EVIDENCE: lesson plans and leadership walkthroughs				
7. 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				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
feedback and lesson planning support. (Lever 5.1, Bullet 2) EVIDENCE: observations of lessons, walk through feedback, bi-weekly meeting notes				

# Winn Elementary School

**Goal 1.** Zone Innovations

**Objective 3.** 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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.(Lever 4, bullet 4) EVIDENCE: PD Calendar				
2. 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.(Lever 4, bullet 3) EVIDENCE: Student Journals, Writing Assessments, student AVID notes, Binder Checks				02/01/21 - Pending
3. 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. (Lever 4, bullet 4) EVIDENCE: Meeting Notes, Administration Observations, Student work.				
4. 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				

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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. (Lever 4, bullet 2) EVIDENCE: Assessment calendar, assessments, student assessment data				
5. 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 (4.1, bullet 3) EVIDENCE: Student work,				

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**Goal 2.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.\*\*Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Principal Attestation Form 11/03/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 11/03/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family School Compact 11/03/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/03/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	10/30/2020		Criteria: Sample communications in languages other than English 11/03/20 - Completed

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead  11/03/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings  12/15/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports  11/03/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet  11/16/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	10/30/2020		Criteria: CIP Developers List  11/03/20 - Completed

## SY 20-21 CIP Developers List

Name	Position
Blessum, Anayansi	Campus Administrator
Thomasson Bramley, Alison	Staff Co-Chair Librarian
Harrington, Tammara	CAC Non-staff Co-Chair
Meacham, Julie	Counselor
Daily, Sarah	Teacher
Bush, Emily	Executive Director of Innovation Zone