

2016-17

## Winn Elementary School

3500 Susquehanna Lane, Austin, TX, 78723

FACTORS	RATINGS
 Fine Arts	Exemplary
 Wellness and Physical Education	Exemplary
 Community and Parental Involvement	Exemplary
 21st Century Workforce Development Program	Exemplary
 Second Language Acquisition Program	Exemplary
 Digital Learning Environment	Exemplary
 Dropout Prevention Strategies	Exemplary
 Educational Programs for Gifted and Talented Students	Exemplary
 Compliance	Yes
<b>Overall Performance</b>	<b>Exemplary</b>



### Campus Demographics

Grade Levels: PK,K,1,2,3,4,5

Vertical Team: Reagan

Trustee District: 1

Enrollment: 241

### Austin ISD 2015-2020 Strategic Plan

#### Core Beliefs

1. All students will graduate college-career-, and life-ready
2. We will create an effective, agile, and responsive organization
3. We will create vibrant relationships critical for successful students and schools

#### Values

- Whole Child Every Child
- Physical, social, and emotional health and safety
- Equity, diversity, and inclusion
- High expectations for all students, employees, parents/guardians, and community members
- Creativity, collaboration, and innovation
- Community schools
- Life-long learning

This rating system is required by House Bill 5 (see TEC § 39.0545 for details about the law). It allows each campus to showcase the opportunities they provide to students, families, and the community in areas other than standardized testing. Details about the law and rating system can be found at [www.austinisd.org/cda/hb5-community-student-engagement](http://www.austinisd.org/cda/hb5-community-student-engagement).



## Fine Arts: **EXEMPLARY**



- The school offers sequential instruction in three (3) or more fine arts disciplines.
- The Creative Learning Initiative Arts Inventory is completed and data is used to inform practice.
- Fine arts instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: Talent Show, Display of art work at PAC
- Fine Arts community experiences: The Nutcracker, Austin Symphony, Austin Jazz Workshop
- Fine Arts career exploration: Career Day

## Wellness & Physical Education: **EXEMPLARY**



- The campus implements a Coordinated Approach to Child Health program and earned a Recognized or Exemplary rating on the Coordinated School Health Survey.
- The campus has an active Coordinated School Health team.
- At least 95% of students have completed their required immunizations.
- The campus is designated as No Place for Hate®.
- At least one performance objective to increase health and wellness will be included in the 2017-18 Campus Improvement Plan.
- Community education programs: CATCH Night, Marathon Kids, Turkey Trot
- Extra physical activities for students: WOW, Recess

## Community & Parental Involvement: **EXEMPLARY**



- The school has an active Parent Teacher Association.
- The school employs a Parent Support Specialist, at least half time.
- At least one (1) performance objective to increase community and parental involvement will be included in the 2017-18 Campus Improvement Plan.
- Opportunities to get involved: Operation School Bell, Field Trips, Hispanic Heritage Night
- Regular forms of communication: Informational Flyers, Robocalls, School website
- Parent informational events: Principal Coffee Talks, Back to School Night, Parent Outreach Committee Meetings
- Adult learning opportunities: ESL Classes, Nutrition Classes, Computer Skills
- Family Fun events: Fall Festival, Valentine's Dance, Hispanic Heritage Night

## 21<sup>st</sup> Century Workforce Development Program: **EXEMPLARY**



- The school displays college pennants, displays diplomas/degrees of staff members, or participates in regular staff college dress days.
- Students have mentors from middle or high schools.
- Students at the school have access to Project Based Learning.
- College/Career events: Career Day, Explore UT



## Second Language Acquisition Program: **EXEMPLARY**



- All students receiving bilingual/ESL services are supported by a certified bilingual/ESL teacher.
- ELL and non-ELL students participate together in music, art, and PE classes.
- The school has an active Language Proficiency Assessment Committee that meets TEA expectations.
- At least 80% of campus bilingual/ESL teachers receive professional development in sheltered instruction.
- At least one (1) performance objective to increase second language acquisition will be included in the 2017-18 Campus Improvement Plan.
- TEA approved language program: Dual Language
- Cultural awareness programs/special events: Hispanic Heritage Night, African American History Program

## Digital Learning Environment: **EXEMPLARY**



- Elementary students have access to computers for at least one (1) hour per week.
- At least one (1) performance objective to improve the digital learning environment will be included in the 2017-18 Campus Improvement Plan.
- Web-based learning opportunities: Istation, TEMI, Math

## Dropout Prevention Strategies: **EXEMPLARY**



- All students identified as struggling in reading or writing are provided specialized instruction or intervention.
- The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.
- Mentorship program: Mentoring
- Intervention support: After school tutoring
- Activities to promote an emotionally healthy environment: No Place for Hate, Social Emotional Learning, Legacy of Giving

## Educational Programs for Gifted & Talented Students: **EXEMPLARY**



- GT Program Student Assessment: Exemplary
- GT Program Service Design: Exemplary
- GT Program Professional Development: Exemplary
- GT Program Family-Community Involvement: Recognized
- At least one (1) performance objective implementing advanced academic strategies and resources will be included in the 2017-18 Campus Improvement Plan.
- Extracurricular enrichment activities: Robotics, Austin Partners and Education
- Academic competitions: DELL Foundation Robotics Program, Science Fair

## Compliance: YES



- The school's current year Campus Improvement Plan is complete and has been approved by the district.
- The school complies with mandatory dissemination of annual TEA School Report Cards.
- Parents are provided opportunities for their children to receive free immunizations, vision screening, and hearing screening.
- At least 80% of teachers are rated Proficient/Effective or better on the Professional Development and Appraisal System or Professional Pathways for Teachers evaluation system.
- The school has an active Campus Advisory Council that meets state and district requirements.
- Campus budget deadlines are met.
- Students identified by the §504 committee as being dyslexic are provided appropriate services.
- The school meets or exceeds Highly Qualified professional development standards.
- The school provides special education programs that meet the individual needs of its special education students.

## Overall Community & Student Engagement Rating

**EXEMPLARY**

## AISD District Ratings

Fine Arts: Exemplary

Wellness and Physical Education: Exemplary

Community and Parental Involvement: Exemplary

21st Century Workforce Development Program: Exemplary

Second Language Acquisition Program: Exemplary

Digital Learning Environment: Exemplary

Dropout Prevention Strategies: Exemplary

Educational Programs for Gifted and Talented Students: Exemplary

Compliance: Yes

Overall: Exemplary

## How were the criteria for these ratings developed?

The legislation did not permit TEA to determine the criteria for these evaluations; criteria were to be developed by a local committee. The AISD District Advisory Council (DAC) was identified as the local committee.

**October 2013:** A DAC subcommittee made up of parents, teachers, staff, and community members met to discuss the new law and come up with a proposed framework.

**December 2013:** All district principals participated in workshops to help develop a list of ten indicators for each of the nine factors.

**January 2014:** Content experts were consulted to provide feedback and suggest improvements on the list of indicators. The DAC subcommittee reviewed the feedback and made modifications.

**February 2014:** The full DAC voted to accept the recommendation of the subcommittee. The proposed list of indicators was presented to Senior Cabinet, Principals, and Campus Advisory Councils.

**March 2014:** Community input was gathered through the district's website. Feedback from these groups was integrated.

**April 2014:** The proposed plan was taken to the Board of Trustees for discussion and feedback.

The 2013-14 school year served as a baseline year for this process. In 2014-15, the **DAC re-evaluated** the list of indicators and decided to maintain them for an additional **two years**.



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Campus & District Accountability**

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