

Austin Elementary School Coppel Independent School District 161 South

Moore Road | Coppel, Texas 75019 | 214.496.7300 Mrs. Lorie Squalls, Principal
Overview & Background Nominee Campus: Barbara S. Austin Elementary School Nominee
District: Coppel Independent School District Address: 161 South Moore Road - Coppel, TX
75019 Principal: Mrs. Lorie Squalls - Principals' Institute Cohort 8 Principal Email:
lsqualls@coppellisd.com Phone Number 214.496.7300 Superintendent: Mr. Brad Hunt
Nominated by: Mrs. Lorie Squalls Video Presentation: [Austin Elementary School: A School
Transforming Learning](#)

Austin Elementary, a Title I campus, is in Coppel ISD. We serve a diverse student population of 672 students with 65 teachers and support staff. Austin Elementary houses the district's Early Childhood program. Our current student population is 37.2% Asian, 38.6% White, 12.9% Hispanic, 5.8% African American, .4% Native Hawaiian/Pacific Islander, 0% American Indian/Alaskan Native and 5.2% Two or More ethnicities.

I became the principal of Austin in June of 2017. There were many strengths of the campus, as well as some areas of growth. Focused on strategic changes, year one consisted of modifying structures and systems to create a focus on learning, collaboration, and results. In year two, the focus was on deeper learning with professional learning communities, instructional design, and high-performing collaborative teams. As a participant in Cohort 8 of the Principals' Institute, I focused on my leadership and impact at Austin and developed an additional goal to integrate student voice into our campus community. My ultimate goal as principal is to ensure high levels of learning for every student, while nurturing meaningful relationships.

Focus Areas

- Article I: Digital Learning
- Article II: Learning Standards
- Article III: Assessment for Learning
- Article IV: Organization Transformation

Work & Results *Article I: Digital Learning* All learners have access to technology. Pre K learners have class sets of iPads and our K-5 learners have 1:1 access with iPads. Our educators design learning experiences that integrate technology with a focus on content creation. We also use technology as a virtual learning tool to learn anytime, anywhere and connect with outside experts. Learners in K-5 maintain a [Bulb](#) digital portfolio as a way to showcase their learning and demonstrate growth. Our campus SEM (School-wide Enrichment) lab, houses STEAM (science, technology, engineering, art, math) resources for educators to integrate into daily instruction and enrichment experiences. The results have been more access to technology, more opportunities for digital products to demonstrate learning, digital and media literacy learning for educators and learners, and increased opportunities for student creativity.

1

Article II: Learning Standards All teams engage in collaborative planning. During the 2017-2018 school year, the master schedule was refined to include dedicated, protected time for teams to have extended time during the instructional day to engage in the cyclical process of collaborative teams. Teams are unpacking standards, collectively determining what proficiency looks like, and planning for intervention and enrichment for every learner. We have common,

research-based protocols to guide each step in this cycle. We view standards through the lens of learning targets, reasoning targets, performance skill targets, and product targets. The result has been high functioning teams that have clarity about what they are teaching, aligned common assessments, and flexible grouping for intervention and enrichment. Educators leverage technology to provide data-informed individualized learning.

Article III: Assessment for Learning Educators develop common assessments as a collaborative team. Assessment are used to provide educators feedback about their lesson design, as well as feedback about learner understanding. During the 2018-2019 school year, we implemented learner goal setting and learner-led conferences in K-5. Learners track data on their goals and are able to articulate goals, measure their growth, and reflect on their progress. We design assessments through the guiding question of: *How will this assessment set up learners for successful mastery of the standard?* The result has been more student ownership of their learning, quality digital portfolio entries, quality assessments, and grade level data analysis of common assessments.

Article V: Organization Transformation We are a learning organization. We have transformed many aspects of how we operate to create conditions for leaders, educators, and learners to perform at high levels.

- Focus Planning and Student Learning: We have a master schedule with dedicated time for collaborative planning, campus professional learning, and intervention and enrichment where learners are flexibly grouped to receive the instruction they need to be successful.
- Culturally Responsive Teaching: We engaged in a book study, *Bright Ribbons: Culturally Responsive Teaching in the Elementary Classroom* by Lotus Linton Howard, to help transform our campus to one that is responsive to all needs of learners and we recognize the importance of including students' cultural references in all aspects of learning.
- Restorative Discipline: We are shifting our focus to a more relational approach to building school climate and addressing student behavior that fosters belonging, social engagement, social emotional learning, mindfulness, and meaningful accountability.
- Learner Voice and Choice: We utilize interest inventories for all learners to help with lesson design and enrichment. Learners have opportunities to participate in internships (principalship, nurse, early childhood education, broadcasting), Student Council, Principal Advisory Committee, CISD Honor Choir, Marimba, Garden Club, Intramural Club, Robotics Team, and Summer STEAM Camps. The result has been more classroom meetings and restorative circles to address behavior concerns, a decrease in office referrals, on-going job-embedded professional learning, learners are receiving timely intervention and enrichment, increased awareness and strategies for cultural inclusivity, and learner voice in the learning organization. Learners at Austin can be found leading parent learning walks and school tours, meeting with the principal to design educator interview questions, organizing community service projects, supporting learners in PPCD, and designing robots that solve problems.

Please follow our transformation journey via Twitter: @AustinElem @Isqualls #AustinLearns

2

08888
8
8 8888274

Superintendent Endorsement I endorse and support the nomination of Barbara S. Austin Elementary School as a School Transforming Learning as a part of the Texas

