

2018-19 Targeted Improvement Plan (TIP)

District Name:	Austin ISD	County District #:	227901	DCSI: Betty Jenkins	
Campus Name:	Widen Elementary	Campus Number:	175	School Principal:	
Superintendent:	Paul Cruz	ESC Number:	Region 13	PSP: Barbara	
Campus Rating:	IR Year 1	ESC Case Manager:	Marquez	CLT: Principal, AR Counselor	
Campus Vision:	Widen Elementary provides opportunities for expression, exploration, and perseverance in which students are challenged,				
Annual Goal 1: In 2018, the All Students, African-American, English Learners, and students receiving special education services student groups will achieve a 15% percentage point increase at the STAAR Meets grade level for all content areas.					
Annual Goal Results					
Problem Statement	In 2017, the All Students, African-American, English Learners, and students receiving special education services student groups were each below 40% at the STAAR Meets grade level in all content areas.				
Root Cause	Lack of robust systems to assure written, taught, and tested curriculum was well defined, well aligned, and well monitored.				
Overall Strategy	Strengthen, implement, and monitor systems to assure written, taught, and tested curriculum is well defined, well aligned, and well monitored.				
Activities to Achieve Annual Goal 1					
Curriculum, Instruction & Assessment	Define clear instructional expectations for each of the core content instructional blocks in which teachers will incorporate the use of anchors of support, sentence stems, structured conversations and questioning strategies during delivery of instruction.				
	Develop a campus-wide lesson planning protocol that incorporates a backward design approach with emphasis on alignment of curriculum, instruction, and assessment.				
	Create and administer weekly interim assessments in grades 3-5 in which each student group is tracked for progress toward the "Meets" goal. Have teachers analyze interim assessment results utilizing a verification of mastery form and submit them to the campus administration.				
Professional Learning	Provide professional learning on Sheltered Instruction strategies through 7 Steps to a Language Rich Interactive Classroom to all teachers and monitor through classroom observations. Use sheltered instruction strategies in all classrooms, including ESL classrooms. Instruct for conceptual understanding using high-yield strategies for ELs (e.g. mapping, visual support, vocabulary support; gradual increase of student responsibility; monitoring understanding; daily				
	Provide professional learning on biliteracy practices to all PK-5th bilingual educators and monitor through classroom observations. Articulate the goals and needs of the language arts block clearly, including the time allocated for language of instruction in English / Spanish and clear bridging practices for language development.				
	Provide professional learning to administration and staff on progress monitoring of student performance through the use of Data Management for Assessment and Curriculum (DMAC)				
Culture and Climate	Establish mechanisms to communicate with teachers on a regular basis to share celebrations, discuss necessary adjustments, and solicit their input. Administrators continually update instructional strategies to reflect culturally responsive teaching practices for all students.				
	Create a system in which students will set goals and monitor their own progress on academics. Goal setting conferences will be held with each student monthly.				
Leadership	Assign a leadership team member to each grade level to guide the team in using the lesson plan protocol to align curriculum, instruction, and assessment, as well as incorporating the 6 Cs. (Collaboration, Communication, Cultural Proficiency, Critical Thinking, Creativity)				
	Develop focused and specific daily schedules for each grade-level ensuring instructional time is maximized and ensure classroom schedules reflect a protected instructional time for each of the content areas, with the appropriate number of instructional minutes allocated. (90 minutes for Reading; 60 minutes for 5th grade Science; 60 minutes for 4th grade Writing; 90 minutes for 3rd-5th grade Math)				
	Conduct observations in each PreK-5 teacher's classroom at least once every two weeks in order to ensure that teachers' instruction and assessment are aligned to the knowledge and skills of the SEs. Provide written feedback to teachers within 48 hours of observation.				

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	Executive Director (ED) assigned oversight of the campus to provide intensive support, facilitate improvement efforts, oversee fidelity of implementation of the plan, remove barriers, and coach campus leaders. Executive Director (ED) schedules regular check-ins between ED, Principal, and CLT to evaluate plan implementation and make adjustments as needed. Weekly communications with Principal will provide instructional and operational expectations.		
1 st 6 wks: Aug, Sep	2 nd and 3 rd 6 wks: Oct, Nov,	4 th and 5 th 6 wks: Jan, Feb, Mar	6 th 6 wks: Apr, May, June
Goal: Develop and communicate a campus-wide lesson planning protocol that incorporates a	Goal: All students grades 3-5, African-American, ELs, SPED will achieve an 8 percentage	Goal: All students grades 3-5, African-American, ELs, SPED will achieve a 715percentage point	Goal: In 2018, the All Students, African-American, English Learners, and students
Results: Campus-wide lesson planning protocol has been developed and currently in use by	Results: 2nd 9 weeks assessment results: Reading: 60% all students, 60% AA, 60%	Results:	Results:
Goal Met	Goal Met	Quarter Goal Status:	Quarter Goal Status:
Plan Adjustments/Needs:	Mid-Year TIP update (due in ISAM Jan. 19, 2019): 1. Continue to focus on Guided Reading to ensure students are receiving needed intervencion. This adjustment was identified as a need at the start of the 2nd quarter. In Science, review the use of resources and use Ford Ferrier for students, with a focus on interventions for	Plan Adjustments/Needs:	End of Year TIP update (due in ISAM June 28, 2019):
Annual Goal 2: On 2018-19 AISD staff survey (TELL) an average of at least 80% of staff agreed with questions pertaining to school climate with emphasis on student conduct. (5 questions)			
Annual Goal Results			
Problem Statement	In 2017-18 significant amount of learning time was lost due to challenging student behaviors, classroom instruction was disrupted, and administrators spent much of their time addressing behavior challenges rather than observing, coaching,		
Root Cause	Lack of a consistent campus behavior management plan which supports behavior modification strategies.		
Overall Strategy	Develop, implement, and monitor a campus-wide system that focuses on behavior modification strategies and support.		
Activities to Achieve Annual Goal 2			
Curriculum, Instruction & Assessment	Develop and implement a clearly defined and systemic approach to student management in order to minimize disruptions to the instructional setting and increase time spent on teaching and learning with emphasis on Positive Behavior Support Systems.		
	Incorporate a systematic approach to incorporating social-emotional learning strategies into the instructional learning setting and have counselors develop a specific written plan and calendar to support the integration of social-emotional learning into instructional time.		
	Incorporate the Responsive Classroom strategies into the instructional setting on a daily basis starting with the strategy of morning meeting and a daily morning message.		
Professional Learning	Provide training and implement a system to help teachers provide appropriate interventions, monitor progress, and help students be aware and accountable for their growth.		
Culture and Climate	Develop a clear system to identify student supports available and utilize them effectively.		
	Teach high need students to track their own behavior, set goals around their own social-emotional growth, self-reflect on successes and mistakes to hold themselves accountable.		
Austin Independent School District	School District to campus administrators to Page 2 of campus behavior management plan and last updated 1/16/2019		

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Plan Adjustments/Needs:	Mid-Year TIP update (due in ISAM Jan. 19, 2019): Develop a plan to address the needs of one teacher experiencing behavior challenges in 1st grade and continue to emphasize the need for 100% of teachers focusing on Responsive Classroom Strategies each day.	Plan Adjustments/Needs:	End of Year TIP update (due in ISAM June 28, 2019):
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Closing the Gaps	Targets for 2018-19 Accountability	Widen
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District 9-Week Assessments

		All Sts	Afr American	Hispanic	White	SPED	ECD	ELL
Reading Academic Achievement AISD Score Card Target 56% African American 40% Hispanic 43% Eco D 36%	%Meets State Reading Target	44	32	37	60	19	33	29
	% Meets Actual for 2017-18	23	*	24	*	14	22	26
	% Meets Annual TIP Goal for 2018-19	38	*	39	*	29	37	41
	Actual % Meets as of: 1 st 9 Weeks	23	30	23	0	6	24	22
	2 nd 9 Weeks	60	60	60	67	36	58	55
	3 rd 9 Weeks							
		All Sts	Afr American	Hispanic	White	SPED	ECD	ELL
Math Academic Achievement AISD Score Card Target 53% African American 35% Hispanic 43% Eco D 37%	%Meets State Math Target	46	31	40	59	23	36	40
	% Meets Actual for 2017-18	16	*	17	*	17	16	17
	% Meets Annual TIP Goal for 2018-19	31		32		32	31	32
	Actual % Meets as of: 1 st 9 Weeks	28	15	29	50	15	28	27
	2 nd 9 Weeks	55	40	56	67	38	55	58
	3 rd 9 Weeks							

Items for Progress Monitoring:

- Campus Common Assessments
- District 9-Week Assessments
- District Middle of Year Assessments
- TEA Interim Assessments
- ISIP Lexile Levels ~ On Demand Testing ~ Lexile Levels can be used to categorize into Approaches, Meets, Masters
- Attendance
- Grades in Reading and Math ~ Dashboards in eCST
- Behavior Frequency Charts

Next Steps ~ November 26, 2018

Mid-Course Corrections

- Meeting with CLT to look at evidence and data indicating which strategies are working
 - Data Available to date – weekly common assessments, 9 week assessments, interim assessments, ISIP
- Identify effective implementation with positive results and apply such implementation to other activities
 - (example: effective implementation of problem solving model in Math but not Reading)
- Look at evidence and data indicating adjustments are necessary
 - (example: writing, fluency, and vocabulary practice routines)
- Identify and remove challenges interfering with implementation of actions within our control
- Plan and implement solutions to address challenges
 - (example: CAC Curriculum Specialists assigned to teachers)
- Mid-Course reflective assignment to teachers in preparation of data day in December leading to critical adjustments
- DATA Days in December
 - Additional data will be available – 9 week assessments and Writing MoY which will lead to individualized plans to meet student needs

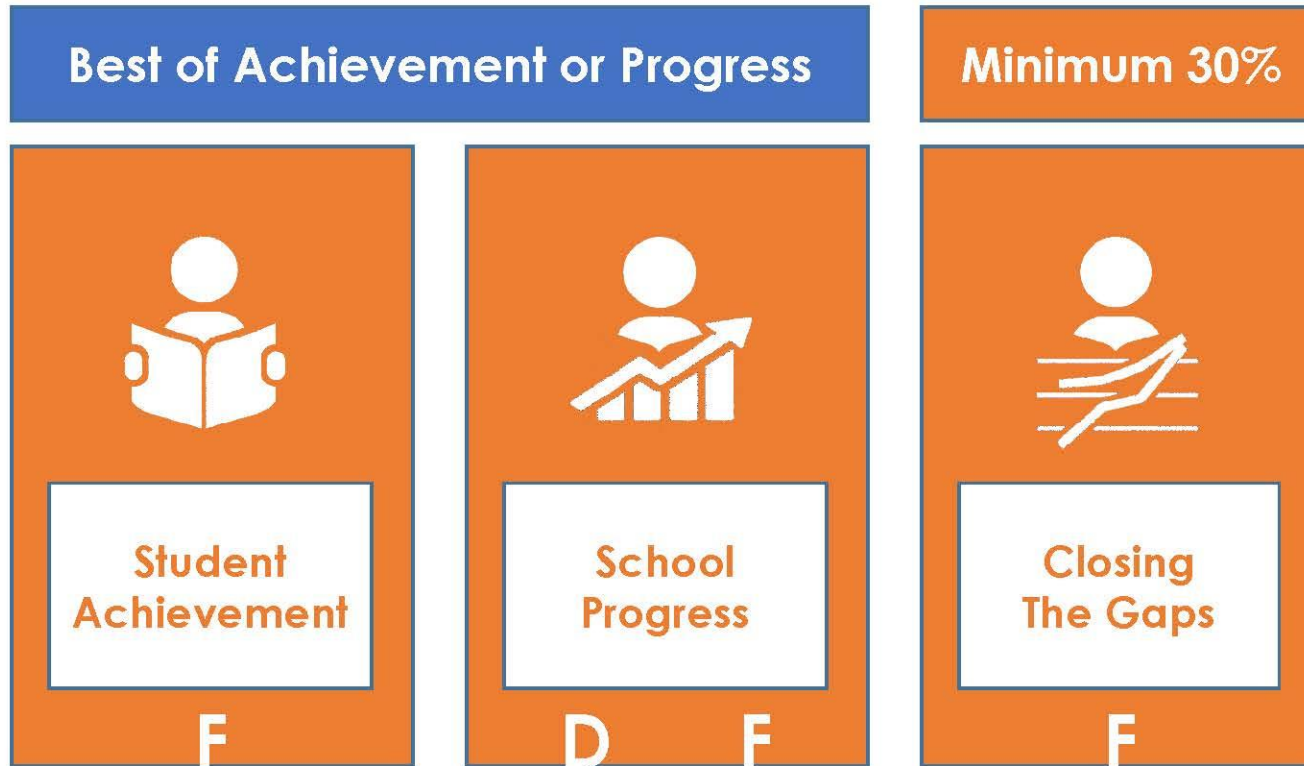
Widen Elementary

2018-19 School Year

Agenda

- Welcome & Introductions
- Why are we here today?
- What is a Targeted Improvement Plan?
- What is the improvement process?
- How is the Targeted Improvement Plan developed?
- Questions & Answers

Three Domains: Combining to Calculate Overall Score



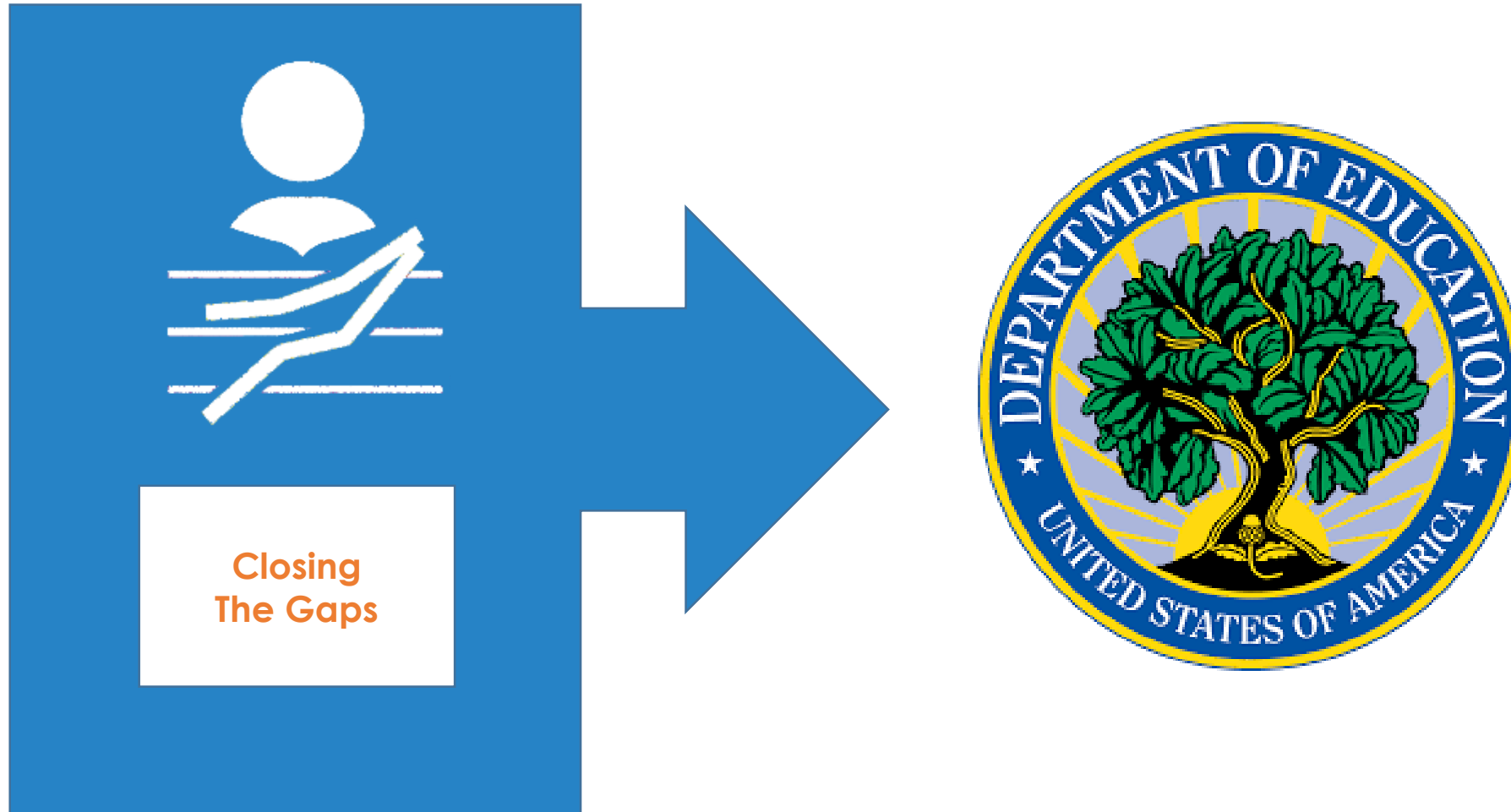
Overall Score

59

Improvement Required

Assigned for overall performance and for performance in each domain to campuses that do not meet the performance targets

Closing the Gaps: Aligning Accountability Systems



Why are we here today?

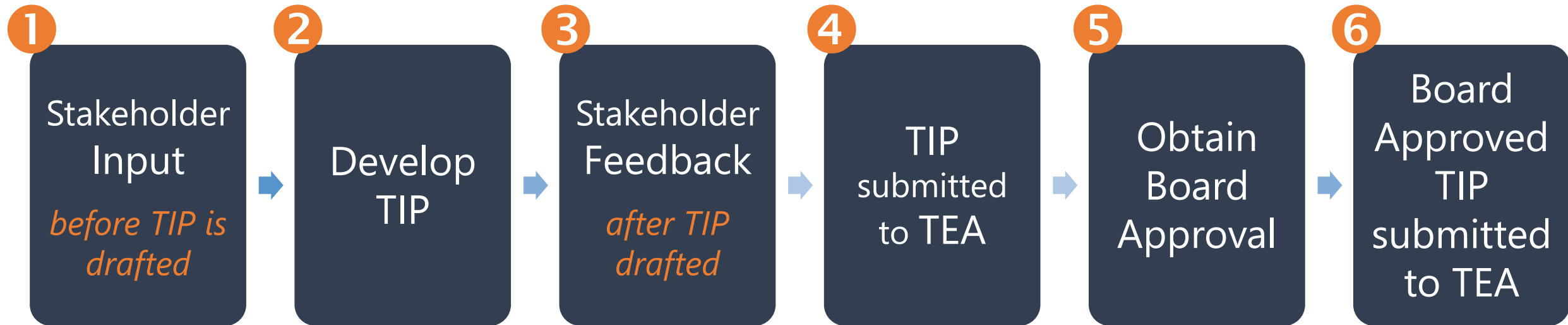
- The campus was rated as Improvement Required (IR) based on 2017-18 STAAR results
- TEA requires that we develop a **TIP** for implementation

Districts that have campuses that have been identified as Improvement Required will name a DCSI and PSP and engage in the continuous improvement process. Intervention activities include ESC continuous improvement training, PSP submissions, and development of a targeted improvement plan with progress reports submitted to the agency.

What is a Targeted Improvement Plan?

- A plan to improve performance at an identified school for comprehensive support
- Documents school-wide adjustments to address the academic needs
- Involves all subjects, grades, operations, staff, and students
- Solicits input from teachers, parents, community members, and district staff

What is the TIP development process?



TIP: Targeted Improvement Plan
TEA: Texas Education Agency

How is the TIP developed?

Step 1

Determine where you want to be

- Work with the school leadership team, PSP, and DCSI to create a vision for continuous improvement

Step 2

Determine where you are

- Analyze data, conduct root cause analysis, ensure addressing the root cause will impact campus systems for academic improvement

Step 3

Determine how you will get there

- Identify overall strategies that impact and benefit all student groups to address the root cause

How is the TIP developed?

Strategy 1

- Strengthen, implement, and monitor systems to assure written, taught, and tested curriculum is well defined, well aligned, and well monitored.

Strategy 2

- Develop, implement, and monitor a campus-wide system that focuses on behavior modification strategies and support. .

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Strategic Focus	Current Status	Target	Key Metrics	Key Actions
Curriculum	Curriculum is reviewed and updated annually.	Curriculum is reviewed and updated annually.	Curriculum is reviewed and updated annually.	Curriculum is reviewed and updated annually.
Instruction	Instruction is reviewed and updated annually.	Instruction is reviewed and updated annually.	Instruction is reviewed and updated annually.	Instruction is reviewed and updated annually.
Assessment	Assessment is reviewed and updated annually.	Assessment is reviewed and updated annually.	Assessment is reviewed and updated annually.	Assessment is reviewed and updated annually.
Learning	Learning is reviewed and updated annually.	Learning is reviewed and updated annually.	Learning is reviewed and updated annually.	Learning is reviewed and updated annually.
Support	Support is reviewed and updated annually.	Support is reviewed and updated annually.	Support is reviewed and updated annually.	Support is reviewed and updated annually.
Monitoring	Monitoring is reviewed and updated annually.	Monitoring is reviewed and updated annually.	Monitoring is reviewed and updated annually.	Monitoring is reviewed and updated annually.
Reporting	Reporting is reviewed and updated annually.	Reporting is reviewed and updated annually.	Reporting is reviewed and updated annually.	Reporting is reviewed and updated annually.
Review	Review is reviewed and updated annually.	Review is reviewed and updated annually.	Review is reviewed and updated annually.	Review is reviewed and updated annually.
Update	Update is reviewed and updated annually.	Update is reviewed and updated annually.	Update is reviewed and updated annually.	Update is reviewed and updated annually.

Progress Monitoring



Questions & Answers

How do I give input into this process?

- Email me at betty.Jenkins@austinisd.org or email your principal at @Jennifer.Pace@austinisd.org.

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Your questions?