

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: Jennifer Pace
Superintendent:	Paul Cruz	ESC Number:	Region 13	PSP: Barbara Gideon
Campus Rating:	IR Year 1	ESC Case Manager:	Marquez	CLT: Principal, AP, Counselor, Behavior Specialist, Instructional Specialists
Campus Vision:	Widen Elementary provides opportunities for expression, exploration, and perseverance in which students are challenged, supported, respected, and included, so that they can excel.			
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	<p>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.</p> <p>Reading All Students 22%, African-American 15%, ELs 25%, SPED 13%</p> <p>Writing All Students 27%, African-American 0%, ELs 37%, SPED 23%</p> <p>Math All Students 15%, African-American 0%, ELs 17%, SPED 16%</p> <p>Science All Students 8%, African-American 0%, ELs 4%, SPED 12%</p>			
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.			
	<p>Create and administer weekly interim assessments in grades 3-5 in which each student group is tracked for progress toward the "Meets" goal.</p> <p>Have teachers analyze interim assessment results utilizing a verification of mastery form and submit them to the campus administration.</p> <p>Administrators will review and facilitate data analysis of interim assessments with vertical grade level teams at least 2 times per month, and use the results to inform future instruction and interventions.</p> <p>This process will include the analysis of achievement gap data.</p>			
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 spiraling review)			
	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.			
Culture and	Provide professional learning to administration and staff on progress monitoring of student performance through the use of Data Management for Assessment and Curriculum (DMAC)			
	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.			

2018-19 Targeted Improvement Plan (TIP)

Climate	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. (15 min. Read Aloud, 40 min Shared Reading, 60 min Guided Reading, 20 min Independent 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. 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.				
1st 6 wks: Aug, Sep	2nd and 3rd 6 wks: Oct, Nov, Dec	4th and 5th 6 wks: Jan, Feb, Mar	6th 6 wks: Apr, May, June	
Goal: Develop and communicate a campus-wide lesson planning protocol that incorporates a backward design approach.	Goal: All students grades 3-5, African-American, ELs, SPED will achieve an 8 percentage point increase at the Meets grade level on Reading, Writing, Math, and Science campus-wide short cycle assessments (STAAR items), when compared to the 2017-18 STAAR results.	Goal: All students grades 3-5, African-American, ELs, SPED will achieve a 7 percentage point increase at the Meets grade level on Reading, Writing, Math, and Science campus-wide short cycle assessments when compared to 2nd quarter results.	Goal: 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.	
Results:	Results:	Results:	Results:	
Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	
Plan Adjustments/Needs:	Mid-Year TIP update (due in ISAM Jan. 19, 2019):	Plan Adjustments/Needs:	End of Year TIP update (due in ISAM June 28, 2019):	

2018-19 Targeted Improvement Plan (TIP)

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, TELL AISD Teaching and Learning Conditions Survey indicated that 54% of the staff surveyed agree that "Students at this school follow rules of conduct".			
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				
	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.			
Curriculum, Instruction & Assessment	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.			
Leadership	Provide support to campus administrators to refine the campus behavior management plan and reduce challenging behaviors that frequently disrupt the learning environment and disrupt opportunities for classroom observations and feedback.			
	Focus on content, structures, and routines for effective classroom management and instructional delivery. Conduct observations in each PreK-5 teacher's classroom at least once every two weeks. Provide written feedback to teachers within 48 hours of observation.			
1st 6 wks: Aug, Sep	2nd and 3rd 6 wks: Oct, Nov, Dec	4th and 5th 6 wks: Jan, Feb, Mar	6th 6 wks: Apr, May, June	
Goal: Create a campus survey to measure campus culture and climate, leadership, and student conduct.	Goal: On the campus created survey at least 70% of staff will agree with questions pertaining to general school climate.	Goal: On the campus created survey at least 75% of staff will agree with questions pertaining to general school climate.	Goal: 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.	
Results:	Results:	Results:	Results:	
Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	Quarter Goal Status:	
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