

Widen Elementary School
**Widén Elementary Campus Improvement Plan
2020/2021**

We can! We will!

***Target Utilization Plan Included*



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Date Reviewed:

Date Approved:

Campus Mission

In partnership with our parents and community, it is our mission to provide a nurturing environment and a research-based educational experience, empowered by trust, collaboration, creativity, hard work, and a commitment to supporting the whole child, so that our students are inspired to be individuals, to dream big, and to succeed as future leaders of the world.

Campus Vision

Widén Elementary provides opportunities for expression, exploration, and perseverance in which students are challenged, supported, respected, and included, so that they can excel.

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 2020-21 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. 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)

Comprehensive Needs Assessment

Demographics

Demographics Strengths

355 Students
95% Economically Disadvantaged
85% Hispanic, 10% African American, 3% White, 2% Two or More Races
47% Female 53% Male
43% ELL
21% Special Education
6% 504

Demographics Weaknesses

3% Gifted & Talented
77% Chronically Absent

Demographics Needs

Increase the identification of gifted & talented.
Reduce chronic absenteeism.

Demographics Summary

CIP should address gifted & talented identification and chronic absenteeism.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

K-5 ISP MOY scores increased from 57% on or above level to 66% on or above level.

On 3rd - 5th grade MOY benchmarks, we increased the percentage of students scoring at the Meets Grade Level Standard (or above) in ALL SUBJECT AREAS.

In 5th Grade we increased our MOY score from 46% to 71% on/above grade level.

In 4th grade we increased our MOY from 53% to 71% on/above grade level.

In 3rd grade we decreased our MOY slightly from 58% to 52% on/above grade level.

In 2nd grade we increased our MOY from 38% to 77% on/above grade level.

In 1st grade we increased our MOY from 39% to 64% on/above grade level.

In Kinder we decreased our MOY slightly from 55% to 53% on/above grade level.

On the PK CLI Engage Assessment, we see substantial gains from BOY to MOY. Our challenge here is that less than half of our students were ON TRACK at MOY on the vocabulary portion and the phonemic awareness portion.

69% of kinder students were on track at MOY on the vocabulary portion of the TX KEA.

73% of kinder students were on track for blending sounds at MOY, and 91% on track for spelling at MOY. Kinder students averaged 38 sounds per minute in January on nonsense word fluency assessment, which was on track to meet the 50 sounds per minute goal by the end of the year. 82% of kinder students were proficient on the sentence dictation assessment in January. Kinder students learned an average of 8 sight words per month and were on target to meet the end of year goal of 75 sight words.

First grade students averaged a 77% on sentence dictation assessments in January, and 80% correct on problem solving assessments in January.

2nd graders average 81% on the sentence dictation assessment in January. Students also averaged 64% on a two passage, multiple choice, reading comprehension assessment in January.

63% of our 4th grade students scored 75% or higher on the STAAR-aligned reading assessment in January, and 53% scored 75% or higher on the STAAR-aligned math assessment.

Student Achievement Weaknesses

On the PK CLI Engage Assessment, less than half of our students were ON TRACK at MOY on the vocabulary portion and the phonemic awareness portion, and students learned an average of 2 letter names/sounds per month, and 1 high frequency word every 3 months.

Only half of our kinder students were on track at MOY on letter sounds on TX KEA.

Decoding CVC words was challenging for 1st grade students, with only 60% scoring on track at MOY. 53% of kinder students were on level 3 or above grade level on iStation at MOY.

Only 31% of 1st grade students were on or above level 3 at MOY. They made very slow fluency progress, with just 66% average accuracy on grade level text in January.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

At MOY only 50% of 2nd grade students were on or above the level 3 at MOY on iStation. They averaged 53 wcpm on fluency assessments in January with an average accuracy of 82% on grade level text. They also averaged 53% on a multi-skill multiple choice math assessment in January.

At MOY only 22% of 3rd grade students were on or above the level 3 target at MOY on iStation. On reading STAAR-aligned assessments, students averaged 55% correct and only 27% of students scored at the meets grade level standard or above. They averaged 59% correct on the STAAR-aligned math assessment and 38% scored at the meets level or above.

At MOY only 47% of 4th grade students were on or above the level 3 target at MOY on iStation assessments. At MOY we only had about 30% of our students scoring 75% or higher on the STAAR-aligned writing assessment, and the average composition score was 3 (goal is 6-8).

At MOY only 23% of 5th grade students were on or above the level 3 target at MOY on iStation. Only 34% of students scored 75% or higher on a STAAR-aligned reading assessment in January. Only 16% of students scored 75% or higher on a STAAR-aligned math assessment in January, and only 18% of students scored 75% or higher on a STAAR-aligned science assessment in January.

On average, only 42% of our students advanced one proficiency level in English on TELPAS this past year.

Student Achievement Needs

Improve letter name/sound and high frequency knowledge at Pre-K.

Improve letter sound & decoding skills at Kinder..

Decoding CVC words was challenging for 1st grade students, with only 60% scoring on track at MOY. 53% of kinder students were on level 3 or above grade level on iStation at MOY.

Improve reading fluency and computer based reading intervention growth at 1st & 2nd grade.

Improve performance on computer-based intervention programs in reading and math at 3rd - 5th grade. Increase performance at the meets & mastery level on STAAR-aligned assessments in 3rd - 5th grade.

Increase acquisition of English Language proficiency.

Comprehensive Needs Assessment

Student Achievement Summary

Pre-K students must master letter sounds and learn more high frequency words.

Kinder and first grade students need a strong phonics program to develop decoding skills.

Reading fluency is an area of need campus wide.

Intermediate students need to be better prepared for the STAAR testing format and need to demonstrate more growth and engagement in the computer-based reading and math programs.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

This year was our strongest year so far on the Staff Climate Survey! Yaaaaay! We increased from the prior year and scored above the district in most domains and indicators.

The General School Climate domain increased from 87% to 88%

The District Vision domain (Understanding and sharing the vision) increased from 90% to 95%

The School Leadership domain increased from 94% to 96%,

The Principal Leadership domain increased from 87% to 96%

Teacher Leadership domain increased from 86% to 94%

The Frequency of Teacher Data Use domain increased from 59% to 83%

The Professional Development Effectiveness domain increased from 85% to 96%

The Student Conduct domain increased from 85% to 93%

The Facilities & Resource domain increased from 85% to 96%

The Teacher Collaboration domain increased from 89% to 92%, but still a tiny bit below the district average.

The Community Engagement increased from 90% to 93%, which is just 1 tiny percentage point below the district average.

Parent Climate Celebrations:

Interactions with school staff domain:

~I am treated with respect by (1) principal, (2) assistant principal, (3) teachers, (4) office staff, and (5) school counselor (average score remained at 97%)

Involvement with child's education domain:

~My involvement in my child's education is welcomed by the (1) principal, (2) assistant principal, (3) teachers, (4) office staff, and (5) school counselor (average score remained at 96%)

Information provided by the school domain:

~My child's school provides me with adequate information about gifted & talented (GT) testing and services. The GT indicator was not included in the prior year survey, but the response was 96% (which seems positive)

Opportunities provided by the school domain:

~School provides opportunities to study the arts (increased from 95% to 96%)

~School provides opportunities to learn about making healthy choices (increased from 96% to 98%)

~School provides opportunities to be physically active during the school day (increased from 97% to 100%)

~School provides opportunities to learn about other languages and cultures (remained steady at 96%)

~School provides opportunities to use technology (remained steady at 96%)

~School provides opportunities to participate in activities or programs before or after school (increased from 92% to 94%)

~School provides opportunities to learn social and emotional skills (Increased from 95% to 98%)

Customer service provided at the child's school domain:

~I constantly receive good customer service (increased from 95% to 98%)

School Climate domain:

~My child likes going to school (increased from 96% to 100%)

~My child is treated with respect by other students (increased from 95% to 96%)

School Community domain:

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

~I feel comfortable contacting my child's school (increased from 96% to 100%)

~I feel our local community supports our school (increased from 95% to 98%)

Community engagement & district decision-making domain:

~I am aware of opportunities to provide input into district decision-making processes (increased from 92% to 94%)

Student Climate Survey Increases

Student Engagement Celebrations:

~I like to come to school.

~My school work makes me think about things in new ways.

~My homework helps me learn the things I need to know.

~I have fun learning in my classes.

Behavior Environment Celebrations:

~Students at this school treat me with respect.

~My classmates show respect to each other.

~My classmates behave the way teachers want them to.

~Students at my school follow the school rules.

~I am happy with the way my classmates treat me.

Academic Persistence Celebrations:

~(none)

Adult Relationships Celebrations:

~Teachers at this school care about their students.

~Adults at this school listen to student ideas and opinions.

~Adults at this school treat all students fairly.

~My teachers are fair to everyone.

~It is easy for me to talk about my problems with the adults at my school.

~I receive recognition or praise for doing good work.

~Staff in the front office show respect to students.

Personal Development Skills Celebrations:

~I use ways to calm myself down.

~At my school, I often notice how other are feeling.

Safety & Respect Celebrations:

~I feel safe at my school.

~At my school, there is respect for different cultures.

~My classmates show respect to other students who are different.

College Intentions Celebrations:

~I will go to college after high school.

School Culture and Climate Weaknesses

Comprehensive Needs Assessment

The Achievement Press domain decreased from 85% to 79%, which is well below the district average for elementary schools.
Staff are friendly to each other decreased from 87% to 85%
I participate with a group of my colleagues to discuss ways to meet objectives for specific students decreased from 92% to 91%
Parents/guardians are influential decision makers in the school went from 83% to 72%
The community we serve is supportive of the school 92% to 89%
Parents exert pressure to maintain high standards 73% to 59%
Parents press for school improvement 77% to 71%
Students in this school can achieve the goals that have been set for them 96% to 95%
Students respect others who get good grades 89% to 86%
Students seek extra work so they can get good grades 67% to 64%
The learning environment is orderly and serious 87% to 84%

Parent Survey Areas to Improve Upon:

Information provided by the school domain:

~My child's school provides me with adequate information about (1) academic programs and services, and (2) future career opportunities for my child. This domain (indicators averaged together) decreased from 96% to 94%.

School Climate domain:

~My child attends school in a safe learning environment (decreased from 97% to 96%)

~My child demonstrates social and emotional skills learned in school (decreased from 96% to 93%)

School Community domain:

~I feel our school works hard to engage our local community (decreased from 96% to 94%)

Community engagement & district decision-making domain:

~I am satisfied with the quality of the food services at my child's school (decreased from 85% to 76%)

~I am satisfied with opportunities to provide input into district decision-making processes (decreased from 91% to 89%)

~The district is making effective use of its resources (decreased from 93% to 90%)

Student Engagement Areas to Improve Upon:

~My teachers connect what I'm doing to my life outside the classroom

~I enjoy doing my school work

Behavior Environment Areas To Improve Upon:

~My classmates treat me with respect.

Academic Persistence Areas To Improve Upon:

~I feel successful in my school work.

~I can reach the goals I set for myself.

~I don't give up, even when I feel frustrated.

~I can do even the hardest school work if I try.

Adult Relationships Areas to Improve Upon:

~My teachers know what I am good at.

Student CLimate Survey areas to improve upon:

Personal Development Skills Areas To Improve Upon

~During my school day, I am aware of when my feelings change.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

~If I get angry with a classmate we can talk about it and make it better.

~I say “no” to friends who want me to break the rules.

Safety & Respect Areas To Improve Upon:

~At my school, some students are treated unfairly because of who they are (above district average).

~At my school, there is respect for students who speak languages other than English.~Students at my school are bullied

School Culture and Climate Needs

We need to increase parent involvement and parents exerting pressure.

We need students to value hard work and good grades.

We need more parents responding to the parent survey.

We need to increase student awareness of their own strengths and growth and feelings and importance.

School Culture and Climate Summary

We need strategies to increase parent involvement.

We need strategies to increase student awareness of their own strengths and growth and feelings and importance.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

We only had one staff member not return this year.

We are increasing the diversity among our staff.

CSIM retention stipends are provided.

Staff Quality, Recruitment and Retention Weaknesses

We still have staff members who need to pass exams.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

We need to continue to increase diversity.

Staff Quality, Recruitment and Retention Needs

We need to continue to provide retention stipends.
It would be great if staff needing to take exams had additional time.

Staff Quality, Recruitment and Retention Summary

We need to address retention strategies in case CSIM stipends are eliminated.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

We have a strong, research based phonics program.
Teachers have had support planning lessons using backward design.
Rigorous campus wide common assessments are used to track student progress toward end of year goals and readiness for the net grade level.
A system of planning is in place.

Curriculum, Instruction and Assessment Weaknesses

All district assessments are new and the learning curve will result in decreased implementation of campus wide common assessments. Accessing and understanding data will be a slow learning process.
Students are not motivated to put forth effort on computer-based intervention programs.
We have a new computer-based reading intervention program that we do not know how to use yet.
We need to spend more time in PLCS to identify struggling students, plan interventions, and analyze student response to interventions.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

We need time to learn the new assessments.
We need to figure out how to blend the new assessments with our campus common assessments.
We need time to learn the new computer based reading instruction/intervention program.
We need to move away from lesson planning support in order to focus more time on PLC.
We need time to meet regularly with students to review their strengths, needs, and progress.
We need to motivate students to put forth effort.

Curriculum, Instruction and Assessment Summary

We need to provide time and ongoing professional development opportunities for all of the new assessment and instructional programs.
We need to work in PLCs to gather student data from new assessments and programs.
We need to develop systems for student progress and goal setting meetings.
We need to reevaluate our campus common assessment program in light of assessment and instructional program changes this year.

Family and Community Involvement

Family and Community Involvement Strengths

We have a Community Engagement Facilitator.
We have improved communication systems with families.
We have increased attendance at some campus events.

Family and Community Involvement Weaknesses

COVID-19 has reduced our ability to interact face to face, and interaction via technology is a challenge for our community.
We do not have enough parents involved in campus decision-making bodies, such as CAC and PTA.
Only 15% of our parents responded to the AISD parent survey last year.

Family and Community Involvement Needs

Comprehensive Needs Assessment

We need an alternative way for parents to respond to the parent survey.
We need to increase parent participation on PTA and CAC.
We need to increase parent participation in campus events.
We need more parents sharing their ideas and suggestions for campus improvement.

Family and Community Involvement Summary

We would like to increase parent involvement in all ways:

- event attendance
- survey responses
- CAC & PTA

School Context and Organization

School Context and Organization Strengths

The Comprehensive School Improvement Model provides funding for additional staff:

- Mentor Teacher
- Full time AP
- Part Time Counselor
- Full time special areas teachers
- Two teacher assistants
- Community Engagement Facilitator
- Literacy First Tutors
- Community In Schools Counselor

The Comprehensive School Improvement Model provides funding for resources.
The Comprehensive School Improvement Model provides funding for retention stipends.

Comprehensive Needs Assessment

School Context and Organization Weaknesses

The Comprehensive School Improvement Model may be discontinued after this year.

School Context and Organization Needs

We very much need to maintain our staff in order to continue to make improvements.

School Context and Organization Summary

We need to address the important role our staff play in our CIP.

Technology

Technology Strengths

We purchased enough devices to have a 1:1 student-device ratio.
All families have devices for online instruction during remote learning.
We have technology support for staff and parents.

Technology Weaknesses

Many of the devices we purchased were taken by the district and distributed to community members, so we will need to replace those.
Many families do not have wifi.
Families need access to more technology support at home.
Teachers need more technology-based PD opportunities.

Technology Needs

Comprehensive Needs Assessment

Time and opportunities for professional learning for staff.
More technology support for parents and students.
More devices to maintain a 1:1 student-device ratio at school.

Technology Summary

We need to purchase additional devices and provide additional technology support/PD for staff and families.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$322,294)			

Widen Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1 Campus Instructional Leaders) Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and utilize a PLC Roadmap to guide grade level teams through the process of analyzing student data, identifying struggling students, planning interventions and instructional adjustments, and monitoring progress and student response to intervention. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Academic Leadership Team, Administrators	August-May		Criteria: Based on MAP assessments, fewer Tier 3 students will be identified at EOY than BOY. 12/10/20 - On Track
2. The campus leadership team will be available to support grade level teams in backward design lesson planning as needed. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Academic Leadership Team	August-May		Criteria: Students scoring at the meets and above grade level passing standards on the STAAR will increase in all content areas. 12/14/20 - On Track

Widen Elementary School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2 Student Progress and Formative Data) Campus instructional leaders focus on student progress and formative data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus leadership team will help grade level teams prioritize and analyze assessment data in PLC meetings and help teachers identify effective resources and instructional strategies to address whole group and small group needs, based on the data. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Academic Leadership Team	October-May		Criteria: Students scoring in the critical or Tier 3 range will decrease from BOY to EOY assessments. 12/15/20 - On Track

Widen Elementary School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1 Personalized Support Strategies) Campus leaders implement targeted and personalized strategies to support and retain staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level teams participate in team building activities, especially at the beginning of the year, to establish team collaboration and cohesion, and at other points throughout the year as needed. (Title I SW Elements: 2.1,3.2) (Target Group: All) (Strategic Priorities: 1)	Academic Leadership Team, Administrators, Community School Facilitator	August-May		Criteria: Staff retention rates will increase from prior year. 12/14/20 - Some Progress

Widen Elementary School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 2. (ESF Essential Action 2.2 Supported Teacher Leaders) Grade level teams have strong, supported teacher leaders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a set of expectations for which grade level veterans can support teachers who are new to the campus or to the grade level team. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1)	Academic Leadership Team	August 2020- June 2021		Criteria: New teacher support scores will increase from prior year on the Staff Tell Survey. 12/14/20 - Some Progress

Widen Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1 Stakeholder Engagement) Stakeholders are engaged in the implementation and continual refinement of the campus mission, vision, and values.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Solicit parent and staff input at CAC meetings, PTA meetings, and monthly Coffee Talks. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, Community School Facilitator, Parent Support Specialist	August-May		Criteria: Parent participation in CAC, PTA, and Coffee Talks will increase from prior year. 12/14/20 - On Track

Widen Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2 Shared Ownership) Campus practices and policies demonstrate high expectations and shared ownership for student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Make our vision, mission, and mantra visible for all stakeholders, such as by having signs, murals, and t-shirts. (Title I SW Elements: 1.1,2.1,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 3,4)	Academic Leadership Team, Administrators, Community School Facilitator	August 2020- August 2021		Criteria: The vision, mission, and mantra will be visible to all stakeholders. 12/14/20 - Significant Progress
2. Develop new incentives and strategies, in addition to the awards ceremony, to recognize students for academic and social excellence that motivate students staff to work hard. (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 3,4)	Academic Leadership Team, Administrators	August - May		Criteria: Student climate survey scores will increase from the prior year in the following areas: ~I feel successful in my school work. ~I can reach the goals I set for myself. ~I don't give up, even when I feel frustrated. ~I can do even the hardest school work if I try. 12/14/20 - On Track

Widen Elementary School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (Culturally Responsive Restorative Practices (CRRP)) Provide a positive, affirming school climate for all students and staff to reduce the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system, that results from discipline practices that disproportionately affect students of color.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and distribute a monthly anti-racist education newsletter designed to increase staff cultural competency. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Administrators, Community School Facilitator	October-May		Criteria: Newsletter analytics will show that at least 75% of our staff are interacting with the monthly newsletter. 12/14/20 - On Track
2. Implement a "one-a-day" goal for all teachers to share a positive comment with a parent, either via phone call, email, or text message. (Title I SW Elements: 1.1,2.1,2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 3,4)	Teachers	August-May		Criteria: Student and staff climate score average will increase from prior year. 12/14/20 - Some Progress

Widen Elementary School

Goal 4. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1 Rigorous Aligned Assessments) Assessments are aligned to state standards with the appropriate level of rigor and are administered at least three to four times per year to determine if students learned what was taught and corrective instruction is provided as needed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a deep understanding of the new MAP assessment system and revise campus common assessments to address MAP gaps and MAP identified weaknesses, and to ensure student readiness for the next grade level. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Academic Leadership Team, Administrators	August-May		Criteria: A MAP assessment result plan and a revised campus common assessment plan will be developed. 12/14/20 - On Track

Widen Elementary School

Goal 4. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 2. (ESF Essential Action 4.2 Professional Development) Implement high fidelity, ongoing, content-focused, job-embedded professional development for teachers linked to curricular resources in all core subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide time for teachers to explore and develop a deeper understanding of new assessment programs and instructional resources, such as on professional development days or by providing additional professional development time. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4)	Academic Leadership Team, Administrators	September - May		Criteria: Staff climate survey scores improve in the following areas: Professional development enhances teachers' abilities to implement instructional strategies that meet diverse student learning needs. (95% in 2020) Professional development enhances teachers' abilities to improve student learning. (95% in 2020) Professional development is differentiated to meet the needs of individual teachers. (93% in 2020) 12/14/20 - On Track

Widen Elementary School

Goal 5. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Lesson plans include clear objectives and clearly defined curricular goals, with opening activities, time allotments for parts of lesson, with differentiated pathways, plans to meet a variety of student needs, and daily formative assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a revised lesson plan template that a week-at-a-glance backward design overview, and includes clear daily objectives and end of lesson goals, opening activity ideas, time allotments for lesson activities, differentiation strategies, and daily formative assessment ideas (such as exit tickets). (Title I SW Elements: 2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4)	Academic Leadership Team, Administrators	October - May		Criteria: Lesson plans will be submitted weekly to a shared folder where they can be reviewed. 12/14/20 - Completed

Widen Elementary School

Goal 6. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (ESF Essential Action 6.1 Monitor Student Progress) Campus instructional leaders review disaggregated data in PLCs to track and monitor the progress of all students and provide evidence based feedback to teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus leaders use the PLC roadmap and agenda to ensure data is reviewed and prioritized bi-weekly, interventions are recorded in eCST, and to provide feedback and suggestions for adjustments as needed for students who are not making progress. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Administrators	September - May		Criteria: PLC meetings and notes will be documented weekly. 12/14/20 - On Track

Widen Elementary School

Goal 6. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (ESF Essential Action 6.2 Student Progress and Goal Setting) Student progress toward measurable goals is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a system for teachers to help students set individual learning goals, based on BOY data, and monitor their progress, at least monthly, that engages and motivates students and celebrates growth. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Academic Leadership Team, Administrators	September - May		Criteria: Once BOY assessments are completed, student learning goals and progress records are reviewed monthly. 12/14/20 - On Track
2. Develop a campus wide competition and incentive process for recognizing whole class achievement on MAP assessments, Dreambox, and Imagine Learning, to publicly recognize and celebrate of top performing classes. (Title I SW Elements: 2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Academic Leadership Team, Administrators	October - May		Criteria: Campus leadership team will ensure monthly classroom charts are updated. 12/14/20 - On Track

Widen Elementary School

Goal 7. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. (Green Team) Organize a team to develop strategies to reduce energy consumption, identify sustainable food sources, protect the environment, conserve water, and identify zero waste strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a survey to gather sustainability ideas from staff and recruit members for a sustainability team. (Title I SW Elements: 2.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 4)	Community School Facilitator	October - May		Criteria: The campus will develop a sustainability team and generate a list of sustainability actions for the campus to consider. 12/14/20 - Some Progress

Widen Elementary School

Goal 8. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) Provide excellent customer service. (AISD CARES)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage all teachers to take the CARES Customer Service training at least monthly. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	September- May		Criteria: The percentage of staff members who have completed customer service orientation training will increase from 4% to 30%. 12/14/20 - On Track

Widen Elementary School

Goal 8. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 2. (Increase Enrollment) Develop strategies to increase enrollment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain an overall B rating from TEA and maintain campus visibility in the community by distributing, t-shirts, yard signs, stickers, and other marketing materials and by maintaining a social media presence on Twitter and Facebook. (Title I SW Elements: 1.1,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Administrators	August - May		Criteria: Increase enrollment in the 2021-2022 school year (above current year enrollment). 12/14/20 - Significant Progress

Widen Elementary School

Goal 9. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Nurture and maintain an inclusive environment that promotes peer-to-peer sharing. (SEED Model)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In addition to utilizing a conflict resolution curriculum, provide teachers and students with specific conflict resolution strategies for addressing peer-peer conflict and create spaces and practice opportunities for teachers and students to further develop conflict resolution skills. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Counselor, SEL Campus Coordinator, SEL Committee	August - May		Criteria: Conflict resolution strategies and practice spaces are visible and accessible. 12/14/20 - Some Progress

Widen Elementary School

Goal 9. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (Coordinated School Health) Provide a campus and community wide coordinated approach to promoting and improving student health, nutrition, and wellness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Share information about the CATCH program at least every grading period and motivate and celebrate the staff and students to make healthy choices. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4) (Target Group: All) (Strategic Priorities: 3,4)	Academic Leadership Team, Administrators, CATCH Team, PE Teacher	October - May		Criteria: At least 70% of students will demonstrate improvement on the Fitnessgram from BOY to EOY. 12/14/20 - On Track

Widen Elementary School

Goal 9. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 3. (Creative Learning Initiative) Engage students with creative teaching strategies and fine arts experiences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allow teachers to observe each other, or teachers at other campuses, using creative teaching strategies. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Academic Leadership Team, Administrators	October - May		Criteria: Document teacher modeling and teacher observations. 12/14/20 - Significant Progress

Widen Elementary School

Goal 10. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) Increase GT representation and participation for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Frequently communicate the campus GT goal and market, encourage, and incentivize nominations. (Title I SW Elements: 2.1,2.4,3.1) (Target Group: GT) (Strategic Priorities: 3)	Administrators, GT Advocate	September - May		Criteria: Increase GT participation from 3%to 5%. 12/14/20 - On Track

Widen Elementary School

Goal 11. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide individualized professional development for staff to learn to use the new Accelify system to track 504 and special education implementation. (Title I SW Elements: 2.1,2.3,2.6,3.1,3.2) (Target Group: SPED,504) (Strategic Priorities: 4)	Academic Leadership Team, Administrators	August - May		Criteria: Aall annual ARD meetings and 504 meetings will be completed in the new Accelify system. 12/14/20 - On Track

Widen Elementary School

Goal 12. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Cultivate and deepen relationships and partnerships for Social and Emotional Learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to implement morning meeting and closing circle, and provide ongoing Responsive Classroom support throughout the year. (Title I SW Elements: 2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,3,4)	Academic Leadership Team, Administrators, Counselor, SEL Committee	September - May		Criteria: Document the observation of morning meeting and closing circles, and include Responsive Classroom resources and information in the Weekly newsletter. 12/14/20 - On Track

Widen Elementary School

Goal 12. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide optional restorative circles and self care opportunities for staff 3-4 times per year. (Title I SW Elements: 1.1,3.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Campus Leadership Team, Community School Facilitator, Counselor, SEL Campus Coordinator, SEL Committee	September - May		Criteria: Flyers, agendas, and sign in sheets will document participation in restorative circles and self care days. 12/14/20 - On Track

Widen Elementary School

Goal 12. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 3. (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide Speak Up or TVT Equity Conference training for staff. (Title I SW Elements: 1.1,2.1,2.4,2.6) (Target Group: All,H,AA,ECD,ESL,Migrant,LEP,SPED,AtRisk,Dys,504) (Strategic Priorities: 1,3,4)	Campus Leadership Team	September - May		Criteria: Training flyer, agenda, and sign in sheet will document participation. 12/14/20 - On Track

Widen Elementary School

Goal 12. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 4. (SEL Critical Practice 4) Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop No Place for Hate goals and SEED goals that align to the needs identified in the prior year Student Climate Survey. (Title I SW Elements: 1.1,2.1,2.4,2.6,3.1) (Target Group: All,H,AA,ECD,LEP) (Strategic Priorities: 3,4)	Campus Leadership Team, Community School Facilitator, Counselor, SEL Committee	September - May		Criteria: The No Place for Hate Plan and SEED Model Plan will document goals aligned to the Student Climate Survey needs. 12/14/20 - On Track

Widen Elementary School

Goal 13. (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 11/11/20 - 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 12/14/20 - Completed 11/11/20 - Some Progress
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 11/11/20 - 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 12/14/20 - Completed 11/11/20 - Significant Progress
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 11/11/20 - Completed

Widen Elementary School

Goal 13. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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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 11/11/20 - 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 12/14/20 - Completed 11/11/20 - No Progress
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 11/11/20 - Completed
9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 11/11/20 - 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 11/11/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Pace, Jennifer	Campus Administrator
Williams, Patricia	Campus Administrator
Bryant, Danielle	Community School Facilitator
Emerson, Pamela	Reading Specialist
Mancias, Stephanie	Mentor Teacher
Nesselrode, Ross	Behavior Specialist
Cristwell, Megan	Counselor
Bartley, Camille	Librarian
Diaz, Juan	ACE Program Coordinator



TITLE I COMPLIANCE PACKET

2020-2021

Principal Confirmation

Documents due- October 30, 2020

- ✓ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* *(Sign and attach the form.)*
- ✓ 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 stationary.)*
- ✓ 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.)*
- ✓ 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.)*
- ✓ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Sample communications in languages other than English must be attached.)*
- ✓ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Documentation of notice on school letterhead is attached.)*
- ✓ 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.)*
- ✓ 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.)*
- ✓ Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- ✓ Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. *(Alternatively CIP Developers List in PlanWorks may be used.)*

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

Widén Elementary
Campus Name


Principal's Signature

September 27, 2020
Date