

WIDEN EL

Widén Elementary Campus Improvement Plan 2021/2022

We can! We will!



Jennifer Pace
5605 Nuckols Crossing Road
512-414-3607
jennifer.pace@austinisd.org

Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

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.

Campus Values

We value relationships, equity, trust, effort, and working together with our community to ensure a positive learning experience for our students.

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 as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

WIDEN EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. 7.2, 7.3, 7.4, 7.6 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators, CATCH Team, Leadership Team	August 2021 - May 2022		Criteria: Faculty meeting agendas will include topics that address whole child, every child. 10/25/21 - On Track
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. 7.2, 7.4, 7.5 (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, CATCH Team, Leadership Team	August 2021- May 2022		Criteria: Newsletters, social media, and event flyers will document information about whole child, every child. 10/25/21 - On Track
3. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/information. 7.2, 7.3, 7.4, 7.5, 7.6 (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, CATCH Team, Leadership Team	August 2021 - May 2022		Criteria: Track parent attendance at Whole Child, Every Child event. 10/25/21 - On Track

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Objective 2. (Health Education) SMART Goal: Insert Fitnessgram SMART goal here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 3. (Physical Education and Physical Activity) SMART Goal: Insert SMART goal for physical education and physical safety here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 4. (Food Services) SMART Goal: Insert SMART goal about food services here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 5. (Employee Wellness) SMART Goal: Insert SMART goal here for Employee Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 6. (Social and Emotional School Climate) Our campus will provide daily opportunities for staff to partner with students to co-create inclusive, anti-racist learning spaces and content. The percentage of our students who report that adults listen to students' ideas and opinions "sometimes" or "a lot of time" will increase from 90% in SY 20-21 to 93% in SY 21-22 (as measured by the AISD Student Climate Survey item: "Adults at my school listen to students' ideas and opinions.").

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Organize and incorporate student agency in campus systems and structures, including Student Council, Morning Meetings, and Positive Behavior Systems. 7.1, 7.2, 7.4, 7.5 (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, Campus Committees, CIS Leader, Counselor, Leadership Team	August 2021 - May 2022		Criteria: Observe morning meetings, student council activities and PBS systems weekly. 10/25/21 - On Track
2. The school community will engage in 3 No Place for Hate activities annually. 7.1, 7.2, 7.4, 7.5 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, CIS Leader, Counselor, Leadership Team, Students	August 2021 - April 2022		Criteria: Earn a No Place for Hate campus designation. 10/25/21 - On Track
3. Host family nights at least 2 times per semester, and promote them ahead of time, through all areas of communication. 7.2, 7.4, 7.5 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators, Campus Committees, Leadership Team, Teachers	August 2021 - May 2022		Criteria: Document attendance of 75 or more parents at family events. 10/25/21 - On Track

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Objective 7. (Physical Environment/Sustainability) SMART Goal: Insert SMART goal here re: Sustainability. Insert strategies in this area for Food, Nature, Waste, Procurement, Transportation, Air Quality, Energy, and/or Water.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 8. (Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 9. (Community Engagement) Maintain minimum required Campus Advisory Council membership to include 6 parent representatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. 7.5, 7.6 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators	August 2021 - May 2022		Criteria: Document completion of 8 CAC meetings with meeting minutes, agendas, and/or sign in sheets. 10/25/21 - On Track
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. 7.5, 7.6 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators	August 2021 - May 2022		Criteria: Document completion of 8 CAC meetings with meeting minutes, agendas, and/or sign in sheets. 10/25/21 - On Track
3. Have a standing Campus Advisory Council agenda item for reports from District Advisory Council members or members from other district-wide committees. 7.5, 7.6 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators	August 2021 - May 2022		Criteria: Document completion inclusion of standing items for reporting out from other district committee members on meeting minutes or agendas. 10/25/21 - On Track

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Objective 10. (Counseling, Mental Health & Social Services) SMART Goal: Insert SMART goal here about Counseling, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 11. (Health Services) SMART Goal: Insert SMART goal here about health services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) Insert SMART Goal here re: developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) Insert SMART Goal here re: focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) Insert SMART Goal here re: recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 2. (ESF Essential Action 2.2) Insert SMART Goal here re: building teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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. (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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 4. (ESF Essential Action 3.4) Insert SMART Goal here re: Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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 5. (Disproportionality in discipline referrals) SMART Goal: Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 19% to ___% (= %pop) by August 2022. - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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 6. (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) Insert SMART Goal here re: daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Insert SMART Goal here re: Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 3. (Data-driven instruction (ESF Essential Action 5.3)) Use data-driven instructional strategies 50% or more of students perform at the meets/masters level on STAAR adn on end of year Campus Common Assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers analyze common assessment data in PLCs two times per six weeks, to ensure students are growing and identify interventions and enrichments accordingly. 7.3, 7.6 (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators	September 2021 - May 2022		Criteria: Notes and plans are evident on PLC meeting forms and data is tracked on the All Students Data Spreadsheet. 10/25/21 - On Track
2. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible on student progress trackers in each and every classroom and throughout the school to foster student ownership and goal setting. 7.2, 7.3, 7.4, 7.5, 7.6 (Title I SW Elements: 1.1,2.1,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, Teachers	September 2021 - May 2022		Criteria: Progress trackers are kept for all students, are available for review in all classrooms, and show student progress meetings a minimum of 6 times throughout the year. 10/25/21 - On Track
3. Utilize formative assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.). (TIL-Data-Driven Instruction) 7.3, 7.6 (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Students, Teachers	August 2021 - May 2022		Criteria: Weekly formative assessment data is tracked on the All Students Data Spreadsheet. 10/25/21 - On Track

WIDEN EL

Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 4. (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 5. (BLENDED Learning Strategies) Insert SMART Goal here re: BLENDED learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 8. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 9. (Advanced Academics) Insert SMART goal here re: Advanced Academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 7. (Support for 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. (Students with 504 services) SMART Goal: Insert 504 SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Objective 2. (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to ____% (= %pop) by August 2022. - Strategic Plan Goal #8

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 7. (Support for 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 3. (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Insert ARD SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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Goal 7. (Support for 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 4. (STAAR Alt 2 Participation) SMART Goal: Insert STAAR Alt2 participation goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 8. (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. (Attendance and Dropout Prevention) SMART Goal: SY 21-22 attendance rates for African American students (__%), Hispanic students (__%), and Emergent Bilingual students (__%) will increase by ___ percentage points when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 8. (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. (Career and Technical Education (CTE)) Insert SMART CTE goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 8. (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 3. (GEAR-UP) Insert GEAR UP smart goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 8. (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 4. (Support for Students with Special Needs) Insert SpEd SMART Goal here - focus on graduation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 8. (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 5. (AVID) Insert AVID SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

WIDEN EL

Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) Campus enrollment will increase from 295 to 390 by December 15, 2021 (refer to 21-22 projection). 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide monthly school tours to bring in community and highlight successes and strengths. 7.4, 7.7 (Title I SW Elements: 1.1,2.1,2.3,2.4) (Target Group: All) (Strategic Priorities: 1,4)	Administrators	August 2021 - May 2022		Criteria: Parent tour invitation is included on marquee and website, and scheduled tours are documented on calendar. 10/25/21 - On Track
2. Update website weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). 7.4, 7.5 (Title I SW Elements: 1.1,2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators	August 2021 - May 2022		Criteria: Website contains relevant and updated information. 10/25/21 - On Track
3. Post to social media at least daily to provide regular communication to campus communities. 7.2, 7.4, 7.5 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Leadership Team	August 2021 - May 2022		Criteria: At least 1 social media post is made daily. 10/25/21 - On Track

WIDEN EL

Goal 10. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Website section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure the campus website is systematically reviewed and actively maintained with accurate information and transition to an accessibility compliant website by the end of the school year. 7.5 (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 1)	Administrators	August 2021 - June 2022		Criteria: Website is current and well maintained, and is transitioned to an accessibility compliant website by the end of the current school year. 10/25/21 - On Track
2. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. 7.1, 7.4, 7.5 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members, Teachers	August 2021 - May 2022		Criteria: Communication strategies are included on a fall and spring CAC meeting agenda. 10/25/21 - On Track
3. Collect data from staff, families, and students to identify where additional customer service support is needed and use that information to determine what additional customer service professional learning and resources are needed. 7.4, 7.5 (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,3.1) (Target Group: All)	Administrators	August 2021- October 2021		10/25/21 - On Track

WIDEN EL

Goal 11. (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	Due 9/17		Criteria: Principal Attestation Form 09/30/21 - 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	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/30/21 - Completed
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	Due 9/17		Criteria: Parent/Family School Compact 09/30/21 - 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 and 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	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/30/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 09/30/21 - Completed

WIDEN EL

- Goal 11.** (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
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	Due 9/17		Criteria: Documentation of notice on school letterhead 09/30/21 - 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	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 09/30/21 - Significant 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.				09/30/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/30/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/30/21 - Completed

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

WIDEN EL Site Base

Name	Position
Pace, Jennifer	Campus Administrator
Salinas-Phan, Ashley	PK3 Teacher
Rivera, Delia	1st Grade Teacher
Del Toro, Elisa	Special Education Teacher
Boykins, Victoria	Staff Co-Chair, 5th Grade Teacher
Wilson, Ana	3rd Grade Teacher
Motley, Jordan	PE Teacher
Stevens, Cristin	3rd Grade Teacher
Salinas, Idalia	Parent Support Specialist
Zamora, Ricardo	Dove Springs Proud
Wood, Nissa	Communities In Schools
Rebollar, Almayelli	Non-staff Co-chair, PTA President
Aguirre-Rivera, Yadira	Parent
Charles, Katty	Parent
Gonzalez, Amanda	Parent
Ramirez, Nelly	Parent
Quinonez, Cecilia	Parent
Martinez, Blanca	Parent
Guerra, Michelle	Parent
Zamora, Candy	Parent
Jaramillo, Lillie	Parent
Reyes, Evangelina	Parent
Bazurto, Vanessa	Parent
Saucedo, Anabelle	Parent
Rodriguez, Mirna	Parent
Trejo, Laura	Parent
Diaz, Juan	ACE After School Coordinator
Moreno, Raul	Executive Director

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Widén Elementary

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	88%	95%	80%	80%	100%	79%	100%	65%	100%	88%	100%	81%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

We actually scored above the target in all areas except physical environment. We believe this will improve based on the majority return to in-person instruction.

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Widén Elementary

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	575	41		1			523		2			5					264				
2018-2019	499	36					443					12					248				
**2019-2020	481	45					420					8					221				
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	575	311		3			509		3			106		2							
2018-2019	499	251					475					112									
**2019-2020	481	250					457					115									

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

We have had almost no dispositions in the past 3 years. We have worked hard to support teachers with Tier 1 & 2 positive behavior intervention strategies. We have a behavioral support team that responds when a student or teacher needs immediate support in situations of escalation. This has decreased our referrals and dispositions by nearly 100%.

What are the top 3 reasons students get referrals?

- Noncompliance
- Verbal or physical aggression
- Peer conflict

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Widén Elementary

SY 20-21 MAP Growth BOY to EOY

		English								Spanish								
		BOY			EOY			Change	BOY			EOY			Change			
Grd	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	32	41%	9%	50%	31	94%	3%	3%	-47	22	23%	0%	77%	25	36%	28%	36%	32
2	30	67%	10%	23%	48	90%	6%	4%	-19	19	53%	16%	32%	19	95%	5%	0%	-32
3	38	68%	16%	16%	34	74%	18%	9%	-7	25	36%	28%	36%	21	48%	14%	38%	2
4	40	58%	30%	13%	40	83%	10%	8%	-5	11	73%	9%	18%	12	58%	25%	17%	-1
5	46	67%	15%	17%	42	81%	7%	12%	-5	5	40%	20%	40%	5	100%	0%	0%	-40
All	186	61%	17%	23%	195	84%	9%	7%	-16	82	41%	15%	44%	82	60%	17%	23%	-21

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?
 We note a significant decrease in the percentage of students who performed at the average and above average range from BOY to EOY. We believe some contributing factors to be parents assisting students who tested virtually on the beginning of the year assessment. Attendance and participation in instruction was significantly impacted by COVID and hybrid instructional models. We struggled to implement core instruction and tier 2 and 3 interventions within the hybrid instructional model.

SY 20-21 TELPAS Progress

		Composite Progress for 2020 Cohort				Listening Progress	Speaking Progress	Reading Progress	Writing Progress
		2020	2021		2021				
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K	-	-	-	-	-	0	0	0	0
1	22	62%	26	54%	-8	71%	58%	50%	50%
2	24	23%	19	6%	-17	12%	0%	6%	17%
3	25	55%	24	39%	-16	86%	23%	32%	43%
4	32	27%	20	22%	-5	5%	11%	47%	32%
5	35	45%	19	41%	-4	52%	10%	50%	39%
All	138	42%	108	32%		49%	22%	38%	37%

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?
 Not enough of our emergent bilingual students are progressing at least one proficiency level each year based on this data. Our primary students showed greater declines in progress toward English language proficiency as a result of the Covid related instructional time loss and virtual/hybrid instructional models.

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Widén Elementary

SY 20-21 STAAR Results (Reading, Math, Writing, and Science).

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	29	73	62	21	3	0	-	-	-	-	29	76	62	21	3	0	-	-	-	-
Math	04	31	56	48	0	0	2	33	-	-	-	28	60	46	0	0	0	-	-	-	-
Math	05	24	48	54	29	8	1	100	-	-	-	23	49	57	30	9	0	-	-	-	-
Math	All	84	58	55	15	4	3	43	-	-	-	80	61	55	16	4	0	-	-	-	-
Reading	03	29	73	62	21	7	0	-	-	-	-	29	76	62	21	7	0	-	-	-	-
Reading	04	31	56	48	6	3	2	33	-	-	-	28	60	54	7	4	0	-	-	-	-
Reading	05	24	48	58	29	13	1	100	-	-	-	23	49	57	30	13	0	-	-	-	-
Reading	All	84	58	56	18	7	3	43	-	-	-	80	61	58	19	8	0	-	-	-	-
Writing	04	31	58	6	0	0	2	33	-	-	-	29	63	7	0	0	0	-	-	-	-
Science	05	27	54	44	11	4	1	100	-	-	-	26	55	46	12	4	0	-	-	-	-
	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	28	74	61	21	4	23	92	70	26	4	11	100	27	9	0	11	85	27	0	0
Math	04	30	56	50	0	0	17	81	41	0	0	7	47	43	0	0	9	60	44	0	0
Math	05	22	46	55	27	5	15	56	47	20	13	8	67	25	25	13	6	75	50	33	17
Math	All	80	72	38	8	4	55	75	55	16	5	26	68	31	12	4	26	72	38	8	4
Reading	03	28	74	61	21	7	23	92	65	26	9	11	100	36	9	0	11	85	45	9	0

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Widén Elementary

Reading	04	30	56	50	7	3	17	81	53	6	6	7	47	14	0	0	9	60	0	0	0
Reading	05	22	46	59	27	9	15	56	40	20	7	8	67	50	13	13	6	75	83	13	17
Reading	All	80	57	56	18	6	55	75	55	18	7	26	68	35	8	4	26	72	38	12	4
Writing	04	31	58	6	0	0	17	81	6	0	0	9	64	11	0	0	11	79	0	0	0
Science	05	25	52	44	8	0	18	67	44	11	6	9	75	11	11	11	6	75	33	13	13

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

This past year we saw a significant decline in the percent of students at approaches, meets, and masters, with the most significant decrease in the combined meets/masters categories. We attribute COVID as a major factor in this change. More than half of our students participated in virtual instructions, and challenges within the homes compromised that. We also did not have a large percentage of students participating in the testing, so data may not be accurate. We will rely heavily on BOY data to target interventions and provide accelerated instruction,

Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	7.69%	3.45%	0%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	5.32%	3.10%	11>07%

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

We work with teachers, registrar, and GT campus coordinator to ensure students are clustered at the end of the school year, for the following school year.

How are you communicating with all families about GT and/or advanced learning opportunities?

We use newsletters, hard copy flyers, emails, and social media to promote the nomination periods. We also encourage teachers to use BOY data to encourage parent nominations.

How do you support a culture that provides advanced learning opportunities to all students?

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We encourage all families to nominate students during the nomination windows. We encourage all students to access extracurricular activities.

² Includes African American students who are within the “Two or more races” category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	R	O	E		E	E	E		E	R	E		O	E	E		E	E	E	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance
 If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

We were in compliance in all areas in the 2020-2021 school year.

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	6%	6%	7%
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	95%	93%	92%
% of African American SpEd students	SEEDS	5%	3%	2%
% of Initial, Transfer, and Annual ARDs held on time	CRTE	95%	88%	90%
% parent participation for ARD meetings	CRTE	70%	75%	75%
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student’s grade level	CRTE	10%	8%	2%

Special Populations reflection:

We struggled to complete some ARDs in a timely manner due to the COVID closure and a delay in the approval to hold ARD meetings via Zoom.

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	15	1	14	0	0	0	0	0	14	6	4	<25	11	4			

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Growth Score	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%				
Met Target	Y	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	100%

Math #PM Tests	22	1	21	0	0	0	0	0	20	13	7	<25	18	4				
Growth Score	36%	-	-	-	-	-	-	-	-	-	-	-	-	-				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%				
Met Target	N	-	-	-	-	-	-	-	-	-	-	-	-	-	0	1	0%	
Total															1	2	50%	

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

We really did not have enough testers to yield valid data for last year; however, we can see that math was an area of concern for our students who tested. We will use the STAAR data we have, as well as BOY data this year to identify struggling students for interventions and accelerated instruction.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	514	436	409	355
	Students in enrollment area	680	576	543	488
Transfers	Transfers to other AISD schools	121	110	107	93
TELL Survey	General School Climate	86	85	88	94
	Managing Student Conduct	55	80	88	100
	Principal Leadership	88	87	96	99

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Enrollment is continuing to decline. The major reason for this is the increasing cost of housing in the Dove Springs neighborhood. At one time this was a very affordable part of town to live in, with the average 3 bedroom 2 bathroom home ranging from 100-150K. The same homes are now ranging from 200-275K, and rentals in the area have increased to \$1600+/month. Many of the families that could once afford the Dove Springs area are now

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Widén Elementary

having to move out of Austin to surrounding cities, including Pflugerville, Del Valle, Bastrop, and Smithville. Some of the families opting for charter schools have done so because they are providing transportation and childcare until 6 pm.

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies				X
Campus Website			X	
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language		X		
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds			X	
Safety Protocols			X	
Signage		X		
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>We would like to focus on transitioning to a website with ADA accessibility. We would also like district assistance to improve signage.</p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Widén Elementary

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment -Widén Elementary

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- 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 documentation 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 documentation of Parent/Family School Compact)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school 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. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. 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. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- 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. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

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 in PlanWorks)**

Widén Elementary

Campus Name

Jennifer Pace

Principal's Signature

September 17, 2021

Date



WIDEN EL Site Base

Name	Position
Pace, Jennifer	Campus Administrator
Salinas-Phan, Ashley	PK3 Teacher
Rivera, Delia	1st Grade Teacher
Del Toro, Elisa	Special Education Teacher
Boykins, Victoria	Staff Co-Chair, 5th Grade Teacher
Wilson, Ana	3rd Grade Teacher
Motley, Jordan	PE Teacher
Stevens, Cristin	3rd Grade Teacher
Salinas, Idalia	Parent Support Specialist
Zamora, Ricardo	Dove Springs Proud
Wood, Nissa	Communities In Schools
Rebollar, Almayelli	Non-staff Co-chair, PTA President
Aguirre-Rivera, Yadira	Parent
Charles, Katty	Parent
Gonzalez, Amanda	Parent
Ramirez, Nelly	Parent
Quinonez, Cecilia	Parent
Martinez, Blanca	Parent
Guerra, Michelle	Parent
Zamora, Candy	Parent
Jaramillo, Lillie	Parent
Reyes, Evangelina	Parent
Bazurto, Vanessa	Parent
Saucedo, Anabelle	Parent
Rodriguez, Mirna	Parent
Trejo, Laura	Parent
Diaz, Juan	ACE After School Coordinator
Moreno, Raul	Executive Director

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf117AIIIUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name: Widén Elementary																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	56%	SCA 1	70%	40%	SCA 2	80%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	18%	SCA 1	30%	9%	SCA 2	45%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	7%	SCA 1	5%	6%	SCA 2	15%		SCA 3	25%		STAAR	30%
	All	All	Math	App.	55%	SCA 1	70%	60%	SCA 2	80%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	15%	SCA 1	30%	39%	SCA 2	45%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	4%	SCA 1	5%	22%	SCA 2	15%		SCA 3	25%		STAAR	30%
	All	All	Science	App.	44%	SCA 1	70%	48%	SCA 2	80%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	11%	SCA 1	70%	21%	SCA 2	80%		SCA 3	90%		STAAR	90%
	All	All	Science	Masters	4%	SCA 1	5%	5%	SCA 2	15%		SCA 3	25%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	25%	SCA 1	30%	8%	SCA 2	45%		SCA 3	60%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	-%	SCA 1	30%	29%	SCA 2	45%	0%	SCA 3	60%	0%	STAAR	36%
	All	Hispanic	All	Meets	18%	SCA 1	30%	23%	SCA 2	45%	0%	SCA 3	60%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	17%	SCA 1	30%	21%	SCA 2	45%	0%	SCA 3	60%	0%	STAAR	37%
	All	Special Education	All	Meets	10%	SCA 1	30%	18%	SCA 2	45%	0%	SCA 3	60%	0%	STAAR	29%
	3rd	All	Reading	Meets	21%	SCA 1	30%	0%	SCA 2	45%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	21%	SCA 1	30%	30%	SCA 2	45%		SCA 3	60%		STAAR	60%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
61	90	A	