



Widén Elementary School Campus Improvement Plan

Table of Contents

Table of Contents	2
Texas Public Education Mission Statement	3
Campus Mission Statement.....	3
Focus Area: Advanced Academics	4
Focus Area: Attendance	6
Focus Area: Campus Climate and Discipline - Violence Prevention	8
Focus Area: Coordinated School Health	10
Focus Area: English Language Learners.....	12
Focus Area: Employee Wellbeing	14
Focus Area: Family and Community Engagement	15
Focus Area: Fine Arts and the Creative Learning Initiative.....	18
Focus Area: Marketing Successes and Offerings	20
Focus Area: Mathematics.....	22
Focus Area: Professional Learning.....	25
Focus Area: Reading/Language Arts.....	27
Focus Area: Science	30
Focus Area: Social and Emotional Learning (SEL)	32
Focus Area: Special Education LRE	34
Focus Area: Student Health and Nutrition	36
Focus Area: Student Fitness	38
Focus Area: Writing	40
Campus Advisory Council Exit Survey.....	42

Widén Elementary School Campus Improvement Plan 2017-2018

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)

Campus Mission Statement

In partnership with parents and our community, Widén Elementary'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.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Advanced Academics

Performance Objective

We will eliminate barriers and support high ability and GT student participation in appropriate and academically challenging opportunities.

Data Reviewed During Needs Assessment

- 2016-17 Gifted and Talented Campus Accountability Monitoring Plan
- Campus Gifted and Talented Count, by grade level and six weeks reporting period
- GT enrollment data disaggregated by grade level, ethnicity, ECD, and ELL
- Roster of Gifted and Talented population, including enrolled courses

2016-17 Data

GT Campus Accountability Monitoring Plan Ratings:

Student Assessment: COMPLIANCE

Service Design: EXEMPLARY

Curriculum and Instruction: COMPLIANCE

Professional Development: OUT OF COMPLIANCE

Family and Community Involvement: RECOGNIZED

2017-18 Goal

GT Campus Accountability Monitoring Plan Goals:

Student Assessment: Recognized

Service Design: Exemplary

Curriculum and Instruction: Recognized

Professional Development: Compliance

Family and Community Involvement: Exemplary

Advanced Academics Strategy #1

Review campus demographics and GT demographics to identify equity and access patterns and increase student GT identification. Use marketing strategies to communicate and promote GT nominations to students, staff, and parents during the spring and fall nomination window.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Librarian	2017 end of year GT roster, review fall and spring GT nomination process	2018 end of year GT roster	August 2017	May 2018	On track for completion

Advanced Academics Strategy #2

Support out-of-school options including academic competitions and academic clubs that target high ability and GT students. Include after-school enrichment activities through the ACE program that appeal to high ability and GT students.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
ACE Site Coordinator	Review 2016-2017 ACE enrollment rosters	2017-2018 ACE enrollment rosters	September 2017	May 2018	On track for completion

Advanced Academics Strategy #4

Support core content area Pre-AP/AP teachers to receive the required GT, Pre-AP, and AP training.
Support academic acceleration learning options available to gifted students in their strength area(s).

2015-2020 Strategic Plan Key Action Step

1.2a: Students will have multiple opportunities for flexible, personalized learning.

2017 Strategic Plan Scorecard Indicator

48: Decrease disproportionality of African American representation in the GT program

49: Decrease disproportionality of Hispanic representation in the GT program

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Attendance

Performance Objective

We will develop a tiered strategic and systematic campaign to encourage students to come to school regularly and stay in school through enhanced attendance, graduation/completion, and dropout prevention efforts to result in students graduating.

Data Reviewed During Needs Assessment

- Annual ADA campus attendance data compared to years past and disaggregated by students groups including African American vs. White, Hispanic vs. White, ECD vs. non-ECD, ELL vs non-ELL, SpEd vs non-SpEd
- Chronically absent by students groups including African American vs. White, Hispanic vs. White, ECD vs. non-ECD, ELL vs non-ELL, SpEd vs non-SpEd
- Campus roster of students experiencing homelessness/unaccompanied youth
- Campus roster of students in foster care
- Campus Attendance Blueprint

2016-17 Data

Attendance Rates: All Students: 95.4, African American: 94.7, Hispanic: 95.5, White: 96.3, ECD: 95.5, ELLs: 96.7, SpEd: 94.5

2017-18 Goal

Attendance Goals: All Students: 97.4, African American: 96.7, Hispanic: 97.5, White: 98.3, ECD: 97.5, ELLs: 98.7, SpEd: 96.5

Attendance Strategy #1

Encourage a welcoming, positive and safe campus climate for families and students by attending and implementing AISD Customer Service training and/or collaborate with SEL specialist to develop goals and action steps for front office climate and culture.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review 2016-2017 Percent of students who like to come to school on Student Climate Survey and six weeks attendance data	End of year attendance rates	August 2017	June 2018	On track for completion

Attendance Strategy #2

Establish an Attendance Committee to regularly review campus and individual student data, decide interventions and assign personnel to follow-up; and create campus-wide attendance events/incentives to encourage and reward positive attendance.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant principal	Review 10 day absence and warning letter reports	End of year attendance rates	August 2017	June 2018	On track for completion

Attendance Strategy #3

Positively communicate enrollment, withdrawal and attendance procedures to campus staff, students and families throughout the year (post on website, front doors, posters and record informative voicemails).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Registrar	Review BOY, MOY, and EOY PD agendas to ensure attendance training is included	End of year attendance rates	August 2017	June 2018	On track for completion

2015-2020 Strategic Plan Key Action Step

4.1b: Ensure successful transitions between campus levels (elementary to middle school, middle to high school, high school to post-secondary).

2017 Strategic Plan Scorecard Indicator

15: Attendance rate
19: Achievement Gaps - Attendance

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Campus Climate and Discipline - Violence Prevention

Performance Objective

We will ensure effective violence prevention and intervention measures are in place on our campus.

Data Reviewed During Needs Assessment

- Staff Survey (TELL):
 - "Students at this school follow rules of conduct."
 - "Teachers consistently enforce rules for student conduct."
 - "Administrators consistently enforce rules for student conduct."
- Student Climate Survey:
 - "Students at my school are bullied (teased, messed with, threatened by other students)."
- Number of campus disciplinary referrals, by referral type and grade level

2016-17 Data

85% of students reported feeling safe in their school.

2017-18 Goal

More than 91% of students will report feeling safe in their school.

Campus Climate and Discipline - Violence Prevention Strategy #1

Implement a campus-wide behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.

Implement a campus-wide positive behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review 2017 Student Climate Survey, disciplinary referrals, and counseling requests	2018 Student Climate Survey	August 2017	June 2018	On track for completion

Campus Climate and Discipline - Violence Prevention Strategy #2

Access professional learning opportunities for teachers on anti-bullying, cyber safety, and mental health concerns.

Ensure all staff attends PD related to anti-bullying, cyber safety, mental health concerns, TBRI, Responsive Classroom, SEL, or restorative practices.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review 2017 Student Climate Survey, disciplinary referrals, and counseling requests	2018 Student Climate Survey	July 2017	June 2018	On track for completion

Campus Climate and Discipline - Violence Prevention Strategy #3

Collaborate with Response to Intervention Specialists, Child Study Team, Social Emotional Learning Specialists, and Special Education Behavior Specialists to integrate positive behavior support for campuses, classrooms, and individual students.

Implement Professional Learning Communities to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels, professional learning for teachers developing awareness of his/her own cultural identity values, attitudes, and biases and focusing on reduction of African-American disproportionality.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review 2017 Student Climate Survey, disciplinary referrals, and counseling requests	Evaluation of PBS systems in 2017-2018 school year	August 2017	June 2018	On track for completion

Campus Climate and Discipline - Violence Prevention Strategy #4					
Ensure all staff receives services and professional development from CSS counselors and social service specialists on the Annual Campus Crisis Response Prevention/Intervention Plan with campus crisis team (see procedure checklist). Ensure all staff receives professional development on Developing Effective Behavioral Goals and Interventions (CSSF).					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Counselor	Staff attendance at prior year crisis response prevention training, review 2017 Student Climate Survey, disciplinary referrals, and counseling requests	Staff attendance at current year crisis response prevention training	August 2017	June 2018	On track for completion

2015-2020 Strategic Plan Key Action Step

1.3c. Each student will learn in a physically and emotionally safe environment.

2017 Strategic Plan Scorecard Indicator

- 36: % students who feel they are safe in their schools
- 37: % campus staff who feel students at their school follow rules of conduct

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Coordinated School Health

Performance Objective

We will continue to implement a Coordinated School Health plan on our campus.

Data Reviewed During Needs Assessment

- Coordinated School Health Report
- Fitnessgram Report
- HB 5 Campus Evaluation of Community and Student Engagement (CaSE) ratings: Wellness and Physical Education
- Parent Satisfaction Survey: "My child's school provides adequate opportunities for my child to learn about how to make healthy lifestyle choices."

2016-17 Data

Overall Coordinated School Health Rating: Recognized

2017-18 Goal

Overall Coordinated School Health Rating: Recognized or Exemplary

Coordinated School Health Strategy #1

Form a Coordinated School Health team that meets 4 times a year to plan and implement the Districts' Coordinated School Health Events as well as other campus Coordinated School Health events and/or activities. (Evidence: agendas or meeting notes, tweets of students or staff doing the events/activities)

Form a Coordinated School Health team that meets 4 times a year to plan and implement the Districts Coordinated School Health Events as well as other campus Coordinated School Health events and/or activities.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	Observe CSH team meetings	Meeting agendas and sign in sheets	August 2017	May 2018	On track for completion

Coordinated School Health Strategy #2

ES/MS only: increase the number of students and parents participating in the CATCH/Family Fun Fitness Night by 10%. (Evidence: date and time of event, number of students and parents attending)

Increase the number of students and parents participating in the CATCH/Family Fun Fitness Night by 10%.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Compare prior year sign in sheets to current year sign in sheets, participate in event planning meetings	Current year sign in sheets	August 2018	May 2018	On track for completion

Coordinated School Health Strategy #3

ES/MS only: Implement the CATCH Coordination Kit throughout the school year by promoting each theme. (Evidence: emails of communication, tweets of various activities, website/newsgroup announcements)

Ensure the required CATCH lessons are being taught in Advisory or another identified area

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
PE Teacher	Meet with PE teacher to discuss each theme launch	Current year Fitnessgram data	August 2017	May 2018	On track for completion

Title 1, Part A

1 - Comprehensive needs assessment

10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

1.3e: Each student will learn about and practice a healthy lifestyle.

2017 Strategic Plan Scorecard Indicator

40: % of campuses with Recognized or Exemplary rating on the Coordinated School Health Report

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: English Language Learners

Performance Objective

We will ensure all of our English Language Learners continue to progress in their listening, speaking, reading, and writing skills. (19 TAC §74.4) (Strategic Plan 1.1 (b))

Data Reviewed During Needs Assessment

- Number and percent of ELLs that remain at Beginning proficiency on TELPAS after 2 years in US schools or Beginning/Intermediate after 6 years (Long Term ELLs)
- Roster of ELLs with Texas English Language Proficiency Assessment System (TELPAS)_results and Years in US Schools
- STAAR/End-of-Course current and longitudinal results, including all versions
- ELL enrollment data disaggregated by grade level, GT, CTE, ECD, and SpEd
- Roster of ELL/LEP population, including support and accommodations

Safeguards Missed

Reading - ELL <60%

Math - ELL <60%

Science - ELL <60%

Writing – ELL <60%

2016-17 Data

36% of ELLs remained at beginning/intermediate proficiency on TELPAS Reading after 5 or more years in US schools.

2017-18 Goal

Less than 26% of ELLs will remain at beginning/intermediate proficiency on TELPAS Reading after 5 or more years in US schools.

English Language Learners Strategy #1

Ensure all teachers use their Proficiency Level Descriptor/Linguistic Instructional Alignment Guide (PLD/LIAG) rubrics from LPAS to identify their ELL students' proficiency levels in listening, speaking, reading, and writing. [§89.1210. Program Content and Design]
Review student proficiency levels and proficiency level descriptors at monthly LPAC meetings.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	2017 TELPAS, observe proficiency level and strategy conversations in LPAS meetings	2017 TELPAS Performance	August 2017	May 2018	On track for completion

English Language Learners Strategy #2

Train teachers to use sheltered instructional strategies to make core content comprehensible and to develop academic language. Monitor implementation of selected sheltered instructional strategies in both lesson planning and classroom instruction to meet the needs of ELLs. §89.1210. Program Content and Design
Provide sheltered instruction PD for teachers of ELLs.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Bilingual Reading Coach	Observe classroom instruction and PLCs for sheltered	2017 TELPAS Performance	August 2017	May 2018	On track for completion

	instructional strategies and provide teacher feedback, review lesson plans for evidence of sheltered instruction strategies				
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English Language Learners Strategy #3
 Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum. [§89.1210. Program Content and Design]
 Include a weekly ELPS focus in ELL classrooms.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Observe classroom instruction and PLCs for sheltered instructional strategies and provide teacher feedback, review lesson plans for evidence of sheltered instruction strategies	2017 TELPAS Performance	August 2017	May 2018	On track for completion

2015-2020 Strategic Plan Key Action Step

4.1a: Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools.

2017 Strategic Plan Scorecard Indicator

- 17: Achievement Gaps - Reading
- 18: Achievement Gaps - Math
- 19: Achievement Gaps - Attendance
- 20: Achievement Gaps - Graduation Rate
- 21: Achievement Gaps - K-2 Students Reading On Grade Level
- 22: Achievement Gaps - Disproportionality of Discretionary Remo

2016 PBMAS

- Bilingual/ESL Indicator 8: TELPAS Reading Beginning Proficiency Level Rate
- Bilingual/ESL Indicator 9: TELPAS Composite Rating Levels for Students in US Schools Multiple Years

TEA Strategic Priorities

B: Build a foundation of reading and math.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Employee Wellbeing

Performance Objective

We will support the wellbeing of all employees by promoting a healthy work-life balance through initiatives targeting staff's physical, mental/emotional, & nutritional wellbeing.

Data Reviewed During Needs Assessment

- Total number of staff participation in biometric clinics - Report from Quest
- Total number of staff participation in flu shot clinics - Report from HEB
- Number of campus staff participating in LiveHealthyAISD Challenges - Report from LHA
- Past and future eWellness newsletters

2016-17 Data

Less than 40% of staff participated in at least one LiveHealthyAISD Wellness Challenge during the 2016-2017 school year.

2017-18 Goal

40% or more of staff will participate in at least one LiveHealthyAISD Wellness Challenge during the 2017-2018 school year.

Employee Wellbeing Strategy #1 Train all staff on Employee Assistance Program, Wellness Program, and Telemedicine Program once annually.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review staff attendance and leave requests	Employee wellbeing pre-survey	August 2017	May 2018	On track for completion

Employee Wellbeing Strategy #2 Support preventive care by hosting onsite flu shot and biometric screening clinics.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review staff attendance and leave requests and staff participation in flu shot clinics in 2016	Staff participation in flu shot clinics in 2017	August 2017	January 2018	On track for completion

2015-2020 Strategic Plan Key Action Step

not applicable

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

n/a

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Family and Community Engagement

Performance Objective

We will increase family and community engagement.

Data Reviewed During Needs Assessment

- X Staff Survey (TELL) results:
 - "This school does a good job of encouraging parent/guardian involvement."
 - "This school works directly with parents/guardians to improve the educational climate in students' homes."
 - "This school maintains clear, two-way communication with the community."
 - "Parent/guardians are influential decision makers in the school."
- X Parent Satisfaction Survey:
 - "I feel comfortable contacting staff at my child's school."
 - "I feel our local community supports our school."
 - "I feel our school works hard to engage our local community."
- X AISD Local Board Policy GK, which that addresses parent and community engagement
- X Parent Teacher Association (PTA) membership and activities
- X Continued or new funding for Parent Support Specialists (PSS)
- X Campus Advisory Council (CAC) membership and meeting minutes

2016-17 Data

Widén Elementary PTA membership was less than 75 during the 2016-2017 school year.

2017-18 Goal

Widén Elementary PTA membership will be 80 or more during the 2017-2018 school year.

Family and Community Engagement Strategy #1 Provide multiple opportunities to engage parents in the educational process. Provide multiple opportunities to engage parents in the educational process.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review 2016-2017 Parent events, parent meeting agendas and sign in sheets, and two-way communication samples, participate in current year parent events and meetings throughout the year, and review sign in sheets	2017-2018 Parent events, parent meeting agendas and sign in sheets, and two-way communication samples	August 2017	May 2018	On track for completion

Family and Community Engagement Strategy #2 Ensure regular, two-way meaningful communication between family members and school staff in a language that all stakeholders can understand. Engage students in the crucial development of campus-wide No Place for Hate activities that connect to current events to student's					
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lives.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review 2016-2017 Parent events, parent meeting agendas and sign in sheets, and two-way communication samples, participate in parent events and parent meetings throughout the year, and review parent communication documentation	2017-2018 Parent events, parent meeting agendas and sign in sheets, and two-way communication samples	August 2017	May 2018	On track for completion

Family and Community Engagement Strategy #3

Plan effective and meaningful parent and family engagement activities that enhance parent capacity, improve student academics, and foster authentic relationships.

Provide opportunities for parents to ask questions about and learn strategies to support student learning

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Parent Support Specialist	Review 2016-2017 Parent events, parent meeting agendas and sign in sheets, and two-way communication samples, participate in current year parent events throughout the year, and review sign in sheets	2017-2018 Parent events, parent meeting agendas and sign in sheets, and two-way communication samples	August 2017	May 2018	On track for completion

Family and Community Engagement Strategy #4

Provide all communications to parents, written and oral, in English, Spanish, and other languages.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	2016-2017 Parent communication samples and meeting agendas, Review all campus wide parent communication	2017-2018 Parent communication samples and meeting agendas	August 2017	May 2018	On track for completion

Family and Community Engagement Strategy #5

Plan school wide activities and programs to encourage parent participation (i.e. family nights, field trips, various events during the

school day, campus volunteer opportunities, etc.)

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review 2016-2017 Parent events, parent meeting agendas and sign in sheets, and two-way communication samples, participate in current year parent events throughout the year, and review sign in sheets	2017-2018 Parent events, parent meeting agendas and sign in sheets, and two-way communication samples	August 2017	May 2018	On track for completion

1 - Comprehensive needs assessment

6 - Strategies to increase parental involvement

10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

Factor 3: Community and Parental Involvement

2017 Strategic Plan Scorecard Indicator

Key Action Step 11.1c: Provide access to school-based and community-based co-curricular and extracurricular education opportunities.

2016 PBMAS

Indicator 35: # parents participating in Parent Survey

Indicator 39: % schools with active PTAs

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Fine Arts and the Creative Learning Initiative

Performance Objective

We will increase access to and support for high quality fine arts instruction and/or creative learning strategies.

Data Reviewed During Needs Assessment

- Parent Satisfaction Survey:
"My child's school provides adequate opportunities for my child to study the arts /experience creative learning."
- Recommendations from the Creative Learning Initiative Annual Report
- 2016-2017 Elementary/Secondary School Arts Inventory
- 2016-2017 Creative Learning Initiative Coach Observation of Teacher Implementation Survey

2016-17 Data

Number of community arts partnerships: 7
 Number of campus created arts experiences to engage families, faculty and community: 10
 Percent of teachers who participate in creative teaching or arts integration professional learning: 100%

2017-18 Goal

Number of community arts partnerships: More than 7
 Number of campus created arts experiences to engage families, faculty and community: More than 10
 Percent of teachers who participate in creative teaching or arts integration professional learning: 100%

Fine Arts and the Creative Learning Initiative Strategy #1

75% of teachers will plan, team-teach and reflect with CLI instructional coach at least 4 hours per semester.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Conduct classroom observations to observe CLI strategies	2017-2018 campus-based CLI PD	August 2017	May 2018	On track for completion

Fine Arts and the Creative Learning Initiative Strategy #2

Offer at least two opportunities per semester for all students to exhibit/showcase their fine arts learning in the community.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Conduct classroom observations to observe CLI strategies, observe campus exhibits and showcases	2017-2018 CLI Plan	August 2017	May 2018	On track for completion

Fine Arts and the Creative Learning Initiative Strategy #3

Provide one single visit and one multi-visit residency per grade level in a variety of art forms.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
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Music Teacher	Monitor scheduling and implementation of residency programs and observe them	2017-2018 single visit and multi-visit residencies	August 2017	May 2018	On track for completion
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2015-2020 Strategic Plan Key Action Step

not applicable

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Marketing Successes and Offerings

Performance Objective

We will market the strengths of our campus in order to increase enrollment.

Data Reviewed During Needs Assessment

- Community knowledge of campus programs offered
- Weekly use of campus social media accounts and the school website (when school is in session) to inform the school community of successes and upcoming events
- Percentage of students living in attendance area attending assigned school
- Parent Satisfaction Survey results (overall trends in parent satisfaction)
- Number of students enrolled through out-of-district transfers and the number of students joining an AISD school from a charter school

2016-17 Data

Projected 2017–18 enrollment

2017-18 Goal

Maintain >80% of permanent capacity.

Marketing Successes and Offerings Strategy #1 Share information through all channels (digital, print, word of mouth) for prospective parents.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Monitor website traffic, Remind membership, and Twitter followers	Current year social media use	August 2017	June 2018	On track for completion

Marketing Successes and Offerings Strategy #2 Establish a small team within the school to take responsibility for regularly updating the campus website and social media channels with announcements and events.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Monitor website traffic, Remind membership, and Twitter followers	Current year website information	August 2017	June 2018	On track for completion

Marketing Successes and Offerings Strategy #3 Formalize a schedule of fifth grade to sixth grade and eighth grade to ninth grade transition activities, and market the opportunities offered at each campus to the entire vertical team.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Parent Support Specialist	Monitor the scheduling and communication of transition activities	Parent sign in sheets for current year transition events	August 2017	June 2018	On track for completion

	and observe transition activities and events				
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2015-2020 Strategic Plan Key Action Step

10.1a: Promote and market the unique culture of each campus that reflects its safe, caring, and positive learning environment.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

A: Recruit, support, retain teachers and principals.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Mathematics

Performance Objective

We will deliver strong core instruction to all students in the area of Mathematics.

Data Reviewed During Needs Assessment

- Professional Learning Communities (PLC) data
- Walkthrough and observation data
- STAAR Progress Measure results
- District Benchmark Item Analysis

Safeguards Missed

Math - All <60%

Math - Hisp <60%

Math – ECD <60%

Math – SPED <60%

2016-17 Data

The percent of students that passed STAAR Math 3-5: All Students: 51.4, Hispanic: 53.7, African American 25, White: 50, ECD: 52.1, LEP: 61, SPED: 46.9

2017-18 Goal

The percent of students that will pass STAAR Math 3-5: All Students: 58.7, Hispanic: 60.6, African American 36.3, White: 57.5, ECD: 59.3, LEP: 66.9, SPED: 54.9

Mathematics Strategy #1

Use information from math benchmarks and regular formative assessments and respond to data with appropriate student interventions.

ASSESSMENT + DATA: Analyze both BOY and EOY data (Universal Screeners, Diagnostics, Benchmarks, STAAR etc.) to identify students at risk for academic and behavioral difficulties.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Analyze 2017-2018 campus common assessment scores, conduct classroom observations, monitor lesson plans, and attend team planning meetings	Mathematics STAAR scores	August 2017	May 2018	On track for completion

Mathematics Strategy #2

Support the use of district curriculum documents, such as YPGs (Yearly Planning Guides), SPGs (Student Performance Guides), lessons, and other resources to plan for TEKS-aligned, student-centered, inquiry-based instruction in science classrooms.

ASSESSMENT + DATA: Use information from math benchmarks and regular formative assessments and respond to data with appropriate student interventions.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Analyze 2017-2018	Mathematics	August 2017	May 2018	On track for completion

	campus common assessment scores, conduct classroom observations, monitor lesson plans, and attend team planning meetings	STAAR scores			
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Mathematics Strategy #3

Provide professional learning for teachers on math content training that supports conceptual understanding math skills, computational fluency, and differentiation for students.

MATH: Support the use of district curriculum documents, such as yearly itineraries, CRMs, and lesson portfolios, for planning TEKS-aligned, student-centered, instruction in math classrooms.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	Review 2017-2018 professional learning logs/agendas and sign in sheets, conduct classroom observations, review lesson plans, attend team planning meetings	Mathematics STAAR scores	August 2017	May 2018	On track for completion

Mathematics Strategy #4

Implement professional learning communities that support use of best practices in math instruction and assessment and allow for collaborative planning, reflective learning, mentoring, and coaching.

TEACHER SUPPORT CYCLE: Provide ongoing, scheduled, targeted, and documented walkthroughs, followed by feedback, coaching, and support for teachers

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	Observe PLCs and attend team planning meetings, PLC meeting agendas/sign in sheets	Mathematics STAAR scores	August 2017	May 2018	On track for completion

Mathematics Strategy #5

Analyze both BOY and EOY data (Universal Screeners, Diagnostics, Benchmarks, STAAR etc.) to identify students at risk for academic and behavioral difficulties.

TEACHER SUPPORT CYCLE: Implement professional learning communities that support use of best practices in math instruction and assessment and allow for collaborative planning, reflective learning, mentoring, and coaching.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review 2017-2018 campus common assessment scores, verify CST meetings are scheduled for struggling students	Mathematics STAAR scores	August 2017	May 2018	On track for completion

Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

3.2c: Support explicit, direct instruction that is systematic, sequential, and cumulative.

2017 Strategic Plan Scorecard Indicator

5: % of students reaching the Postsecondary Readiness Standard on STAAR Math

6: % of students who did not meet the Postsecondary Readiness Standard on STAAR Math but exceeded one year's growth

14: % of annual graduates completing a 4th year of high school

2016 PBMAS

Bilingual/ESL Indicator 2i: ESL STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 3i: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate

CTE Indicator 4i: CTE SPED STAAR EOC Passing Rate Math

SPED Indicator 1i: SPED STAAR 3-8 Passing Rate

SPED Indicator 3i: S

TEA Strategic Priorities

B: Build a foundation of reading and math.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Professional Learning

Performance Objective

We will provide high-quality and ongoing campus-level professional learning to administrators, teachers, and staff members.

Data Reviewed During Needs Assessment

- Staff Survey (TELL) results:
"professional learning is evaluated and results are communicated to teachers."
- Staff Survey (TELL) results:
"professional learning is differentiated to meet the needs of individual teachers."
- Staff Survey (TELL) results: "my school is a good place to work and learn."
- Professional Pathways for Teachers (PPfT) evaluation data

2016-17 Data

67% of campus staff felt their school was a good place to work and learn.

2017-18 Goal

At least 95% of campus staff will feel their school is a good place to work and learn.

Professional Learning Strategy #1 Provide professional learning opportunities for all staff related to eCST Reports and Tools (RBP, SLR, RITS, etc.) (CSSF), and (RtI2) interventions, & diagnostics. Provide Staff Development in (RtI2) interventions and diagnostics. (ES)					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review the 2017 Tell Survey, evaluate staff PD survey responses	2018 Tell Survey, PD survey responses	July 2017	May 2018	On track for completion

Professional Learning Strategy #2 Provide professional learning for all staff related to cultural proficiency.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review the 2017 Tell Survey, evaluate staff PD survey responses	2018 Tell Survey, PD survey responses	July 2017	May 2018	On track for completion

Professional Learning Strategy #3 Ensure all staff complete required professional development on cybersecurity, ethics & conduct, suicide prevention, and child abuse prevention.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review the 2017 Tell Survey, evaluate staff PD survey responses	2018 Tell Survey, PD survey responses	July 2017	May 2018	On track for completion

Professional Learning Strategy #4

Implement Professional Learning Communities to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels, professional learning for teachers developing awareness of his/her own cultural identity values, attitudes, and biases and focusing on reduction of African-American disproportionality.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	Review the 2017 Tell Survey, evaluate staff PD survey responses	2018 Tell Survey, PD survey responses	July 2017	May 2018	On track for completion

Title 1, Part A

1 - Comprehensive needs assessment

4 - High quality/ongoing professional learning

2015-2020 Strategic Plan Key Action Step

3.1c: Provide ongoing, campus-based professional learning that supports core instruction, Response to Intervention (Rtl), and curriculum implementation.

2017 Strategic Plan Scorecard Indicator

43: % campus staff who feel their school is a good place to work and learn

45: Provide all staff with cultural proficiency professional learning

2016 PBMAS

not applicable

TEA Strategic Priorities

A: Recruit, support, retain teachers and principals.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Reading/Language Arts

Performance Objective

We will ensure all students decode and comprehend grade level texts. Students reading below grade level will grow more than one grade level in reading each school year.

Data Reviewed During Needs Assessment

- 2017 STAAR/EOC Reading results
- STAAR Progress Measure results
- Istation Indicators of Progress (ISIP) Reading assessment data for K-8 (English) and K-5 (Spanish)
- eCST goals and progress monitoring data
- District Benchmark Item Analysis

Safeguards Missed

- Reading - All <60%
- Reading - AA <60%
- Reading - Hisp <60%
- Reading - ECD <60%
- Reading - SPED <60%

2016-17 Data

The percent of K-2 students that were on grade level EOY: 40
 The percent of 3-5 students that passed STAAR Reading: All Students: 52, Hispanic: 52, African American 56.3, White: 0, ECD: 52.4, LEP: 56.1, SPED: 31.3

2017-18 Goal

The percent of K-2 students that will be on grade level EOY: 49
 The percent of 3-5 students that will pass STAAR Reading: All Students: 59.2, Hispanic: 59.2, African American 62.9, White: 15, ECD: 59.5, LEP: 62.7, SPED: 41.6

Reading/Language Arts Strategy #1

Measure developmental reading growth at BOY, MOY, and EOY through use of ISIP (iStation), K-8, and Reading Inventory (RI), 9-12.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Analyze monthly ISIP reports and campus wide common assessments	2018 reading STAAR scores	August 2017	May 2018	On track for completion

Reading/Language Arts Strategy #2

Use developmental reading assessment data to identify students at risk for reading difficulties, to further diagnose, to plan intervention, and to measure progress.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
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Principal	Analyze monthly ISIP reports and campus wide common assessments, schedule CST meetings to develop plans for struggling students	2018 reading STAAR scores	August 2017	May 2018	On track for completion
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Reading/Language Arts Strategy #3
Strengthen Tier 1 LA instruction by leveraging Literacy Plan resources (LA schedules, classroom norms, and glossary of terms) and district curriculum (YPGs and SPGs).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Reading Specialist	Conduct classroom observations and provide teacher feedback, review lesson plans	2018 reading STAAR scores	August 2017	May 2018	On track for completion

Reading/Language Arts Strategy #4
Implement at least 20 minutes of daily Structured Independent Reading during LA class and monitor using Literacy Plan administrator resources.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Conduct classroom observations and provide teacher feedback, review lesson plans	2018 reading STAAR scores	August 2017	May 2018	On track for completion

Reading/Language Arts Strategy #5
Ensure student access to and consistent use of LA classroom libraries and ebooks that include multicultural titles, 50-70% nonfiction, a wide range of reading levels, 30% of books published in the last 5 years, rich variety of genres, and five new books per student per year.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	Observe classroom libraries, survey teachers, plan materials orders with reading specialist	2018 reading STAAR scores	August 2017	May 2018	On track for completion

Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

3.1a: Develop and implement a literacy plan that includes the Science of Reading instruction and includes practical applications of concepts.

2017 Strategic Plan Scorecard Indicator

2: % KG-2 students reading on or above grade level

3: % of students reaching the Postsecondary Readiness Standard on STAAR Reading

4: % of students who did not meet the Postsecondary Readiness Standard on STAAR Reading but exceeded one year's growth

17: Achievement Gaps - Reading

2016 PBMAS

Bilingual/ESL Indicator 2ii: ESL STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 3ii: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 5iv: LEP STAAR EOC Passing Rate

Career and Technical Education Indicator 2iv: CTE LEP STAAR EOC

TEA Strategic Priorities

B: Build a foundation of reading and math.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Science

Performance Objective

We will deliver strong core instruction to all students in the area of Science.

Data Reviewed During Needs Assessment

X YPGs (Yearly Planning Guides) and SPGs (Student Performance Guides)

Safeguards Missed

Science - All <60%

Science – ECD <60%

Science – ELL <60%

Science - Hisp <60%

2016-17 Data

The percent of students that passed STAAR Science: All Students: 44, Hispanic: 43.8, African American 50, White: NA, ECD: 44, LEP: 46.7, SPED: 50

2017-18 Goal

The percent of students that will pass STAAR Science: All Students: 52.4, Hispanic: 52.2, African American 57.5, White: NA, ECD: 52.4, LEP: 54.7, SPED: 57.5

Science Strategy #1

Use information from science benchmarks and regular formative assessment and respond to data with appropriate student interventions.

ASSESSMENT + DATA: Use information from science benchmarks and regular formative assessment and respond to data with appropriate student interventions.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Analysis of campus wide common assessments	2018 science STAAR scores	August 2017	May 2018	On track for completion

Science Strategy #2

Support the use of district curriculum documents, such as YPGs (Yearly Planning Guides), SPGs (Student Performance Guides), lessons, and other resources to plan for TEKS-aligned, student-centered, inquiry-based instruction in science classrooms.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Classroom observations, review of teacher lesson plans, and teacher feedback	2018 science STAAR scores	August 2017	May 2018	On track for completion

Science Strategy #3

Provide academic vocabulary development opportunities to help with students bring meaning to content.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Classroom	2018 science	August 2017	May 2018	On track for completion

	observations and teacher feedback	STAAR scores			
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Science Strategy #4
 Access professional learning opportunities that support the use of best practices in science instruction such as use of engaging and aligned curriculum, differentiated instruction, culturally responsive pedagogy, formative assessment, and use of authentic technology.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Analysis of campus wide common assessments	2018 science STAAR scores	August 2017	May 2018	On track for completion

Science Strategy #5
 Utilize services provided by the Science and Health Resource Center, such as science kits and materials, living materials, field trip opportunities, and outdoor learning resources to increase student access to lab and field experiences.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Classroom observations and teacher feedback	2018 science STAAR scores	August 2017	May 2018	On track for completion

Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

1.1b: Ensure that AISD curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS) and is supported by a coherent and aligned assessment system.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

- Bilingual/ESL Indicator 2iii: ESL STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 3iii: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate
- CTE Indicator 4ii: CTE SPED STAAR EOC Passing Rate Science
- SPED Indicator 1iii: SPED STAAR 3-8 Passing Rate

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Social and Emotional Learning (SEL)

Performance Objective

We will ensure all students demonstrate growth in social and emotional learning.

Data Reviewed During Needs Assessment

- X Student Climate Survey:
"I use ways to calm myself down."
"I don't give up even when I feel frustrated."
"I know what people may be feeling by the look on their face."
- X Student Climate Survey:
"I get along with my classmates."
"I say "no" to friends who want me to break the rules."
"It is easy for me to talk about my problems with the adults at my school."
- X Staff (TELL) survey:
"All campus staff interact with one another in a way that models social and emotional competence."
"This school's discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice)."
- X Staff (TELL) survey:
"School staff received sufficient training regarding how to use the social and emotional learning approach at this school."
"Staff have enough time to implement the social and emotional learning approach at this school."
- X Personal Development Skills section of elementary report cards

2016-17 Data

53% of K-2 students had an average of 3.5 or greater on SEL personal development skills.

2017-18 Goal

At least 67% of K-2 students will have an average of 3.5 or greater on SEL personal development skills.

Social and Emotional Learning (SEL) Strategy #1

Ensure social and emotional skills are being explicitly taught on a regular basis.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	2017 Student Climate Survey	2018 Student Climate Survey	August 2017	May 2018	On track for completion

Social and Emotional Learning (SEL) Strategy #2

Provide professional development to teachers on Social and Emotional Learning (SEL) on a regular basis.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	2017 Student Climate Survey	2018 Student Climate Survey	August 2017	May 2018	On track for completion

Social and Emotional Learning (SEL) Strategy #3

Ensure that teachers are integrating Social and Emotional Learning (SEL) lessons into all content areas.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
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Assistant Principale	2017 Student Climate Survey	2018 Student Climate Survey	August 2017	May 2018	On track for completion
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Social and Emotional Learning (SEL) Strategy #4
Participate in No Place for Hate campaign with student steering committee and three campus-wide activities.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Counselor	2017 Student Climate Survey	2018 Student Climate Survey	August 2017	May 2018	On track for completion

Social and Emotional Learning (SEL) Strategy #5
Engage students in the crucial development of campus-wide No Place for Hate activities that connect current events to student's lives.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Counselor	2017 Student Climate Survey	2018 Student Climate Survey	August 2017	May 2018	On track for completion

2015-2020 Strategic Plan Key Action Step

1.1f: Provide a safe, caring, and positive learning culture that inspires innovation and excellence.

2017 Strategic Plan Scorecard Indicator

1: Student ratings on Social and Emotional Learning personal development skills

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Special Education LRE

Performance Objective

We will increase the rate at which our special education students are served in the general education population setting 80% of the day or more.

Data Reviewed During Needs Assessment

- % of SpEd students in regular classes <40% and >=80% of the time (CRTE)
- STAAR Progress Measure data for SpEd students
- SpEd enrollment data disaggregated by grade level, ethnicity, ECD, and ELL
- Roster of students receiving special education services, including support and accommodation needs
- Roster of students receiving Special education services, sorted by instructional setting

2016-17 Data

50.8% of students ages 6-11 served in settings 00, 40, 41, 81, 82, 91, and 92 were in the regular class 80% or more of the day.

15.8% of students ages 6-11 served in settings 04, 44, 85, 88, and 95 were in the regular class less than 40% of the day.

2017-18 Goal

At least 70% of students ages 6-11 served in settings 00, 40, 41, 81, 82, 91, and 92 will be in the regular class 80% or more of the day.

10% or fewer students ages 6-11 served in settings 04, 44, 85, 88, and 95 will be in the regular class less than 40%

Special Education LRE Strategy #1

Review staffing and student needs as a means to optimize use of staff to support IEPs.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Periodically review teachers scheduled and IEP schedules	End of year data for percent of SpEd students in regular classes 80% of the day	August 2017	May 2018	On track for completion

Special Education LRE Strategy #2

Expect teacher familiarity with their students' IEPs and evidence of ongoing progress monitoring to be used gauge student's knowledge, meaningful access to the enrolled grade level curriculum, and to drive intervention efforts.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	Review campus wide common assessment data and other progress monitoring data	End of year data for percent of SpEd students in regular classes 80% of the day	August 2017	May 2018	On track for completion

Special Education LRE Strategy #3

Ensure collaboration on lesson planning between general and special education teachers is evident.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Special Education Department Chair	Attend team planning PLCs to observe collaboration between SpEd and general education teachers	End of year data for percent of SpEd students in regular classes80% of the day	August 2017	May 2018	On track for completion

Special Education LRE Strategy #4

Maintain evidence that accommodations and/or modifications have been effectively applied during instruction and on assessment.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review campus wide common assessment data and other progress monitoring data	End of year data for percent of SpEd students in regular classes80% of the day	August 2017	May 2018	On track for completion

Special Education LRE Strategy #5

Look for multiple learning and teaching strategies that appeal to students' diversity and individual needs, such as flexible grouping and questioning strategies that promote rigor.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	Attend team planning PLCs to observe instructional strategy discussion	End of year data for percent of SpEd students in regular classes80% of the day	August 2017	May 2018	On track for completion

2015-2020 Strategic Plan Key Action Step

4.1c: Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

SPED State Performance Plan 5A: Educational Environment, Ages 6-21 - inside the regular class 80% or more of the day

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Student Health and Nutrition

Performance Objective

We will continue to promote healthy eating habits and strengthen the overall physical and mental health of our students and staff.

Data Reviewed During Needs Assessment

- Campus Immunization Rate
- Number of staff fitness and wellness activities
- Results of campus vision and hearing screening, by campus
- Information from campus-based Wellness Champion on staff wellness participation
- Staff completion of annual training on Automated External Defibrillator (AED), Blood Borne Pathogen (BBP) and Food Allergy Anaphylaxis.

2016-17 Data

98.93% of students have current immunizations.

2017-18 Goal

100% of students will have current immunizations.

Student Health and Nutrition Strategy #1

All staff will participate in mental health professional development that includes suicide prevention (Texas ASK). Additional training available includes; Youth Mental Health First-Aid (YMHFA) and Trauma Informed Care (TIC).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	2017 Coordinated School Health Survey and PD day surveys	2018 Coordinated School Health Survey	August 2017	May 2018	On track for completion

Student Health and Nutrition Strategy #2

Eliminate food fundraisers during the school day.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	2017 Coordinated School Health Survey and PD day surveys	2018 Coordinated School Health Survey	August 2017	May 2018	On track for completion

Student Health and Nutrition Strategy #3

Provide healthy food alternatives for students, parents, and teachers when food and beverages are served.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	2017 Coordinated School Health Survey and PD day surveys	2018 Coordinated School Health Survey	August 2017	May 2018	On track for completion

Student Health and Nutrition Strategy #4

Offer at least 3 staff wellness opportunities per year.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
PE Teacher	2017 Coordinated School Health Survey and PD day surveys	2018 Coordinated School Health Survey	August 2017	May 2018	On track for completion

2015-2020 Strategic Plan Key Action Step

1.3e: Each student will learn about and practice a healthy lifestyle.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Student Fitness

Performance Objective

We will achieve health and fitness for students through increased student participation in physical activities.

Data Reviewed During Needs Assessment

X Coordinated School Health Report: Implementation of PE Section

X Coordinated School Health Report: Brain Break Section

2016-17 Data

All Students: Body Mass Index: 42%, Cardio: 81%, Curl-Ups: 97%, Push-Ups: 56%, Sit and Reach: 78%, Trunk Lift: 97%

2017-18 Goal

All Students: Body Mass Index: 44%, Cardio: 83%, Curl-Ups: 99%, Push-Ups: 58%, Sit and Reach: 80%, Trunk Lift: 99%

Student Fitness Strategy #1

Plan and implement Physical Education lessons that include 50% of moderate to vigorous activity weekly. (Evidence: Administration observations)

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
PE Teacher	2016 Fitnessgram and observation of PE classes	2018 Fitnessgram	August 2017	May 2018	On track for completion

Student Fitness Strategy #2

Increase the number of classroom teachers implementing physical activity during the instructional day by using identified AISD Brain Break resources, Go Noodle, or other forms of brain breaks (all free to the district). (Evidence: Brain Break schedule, activities listed in lesson plans, GoNoodle Campus report)

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	2016 Fitnessgram, classroom observations, and teacher feedback	2018 Fitnessgram	August 2017	May 2018	On track for completion

Student Fitness Strategy #3

ES only: Add 10-20 minutes of recess time (unstructured physical activity) in addition to WOW time (structured time) to the daily schedule.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	2016 Fitnessgram, observation scheduled outdoor times	2018 Fitnessgram	August 2017	May 2018	On track for completion

Student Fitness Strategy #4

ES only: Marathon Kids- Increase the number of students completing their 1st, 2nd, 3rd, and 4th marathons by 10%. (Evidence: Student participation forms signed by parents, Completed student log sheets, Marathon Kid Report)

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
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PE Teacher	2016 Fitnessgram, review and share names of students who complete marathons	2018 Fitnessgram	August 2017	May 2018	On track for completion
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2015-2020 Strategic Plan Key Action Step

1.3d: Establish goals at each school related to FitnessGram Cardiovascular and Body Mass Index indicators.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

not applicable

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Focus Area: Writing

Performance Objective

We will deliver strong core instruction to all students in the area of writing.

Data Reviewed During Needs Assessment

- 2017 STAAR Writing results
- On Demand Writing Samples
- District Benchmark Item Analysis

Safeguards Missed

- Writing - All <60%
- Writing - AA <60%
- Writing - Hisp <60%
- Writing - ECD <60%
- Writing - SPED <60%

2016-17 Data

The percent of students that passed STAAR Writing: All Students: 39.3, Hispanic: 38.3, African American 33.3, White: 100, ECD: 39.5, LEP: 47.2, SPED: 30.8

2017-18 Goal

The percent of students that will pass STAAR Writing: All Students: 48.4, Hispanic: 47.6, African American 43.3, White: 100, ECD: 48.6, LEP: 55.1, SPED: 41.2

Writing Strategy #1

Strengthen Tier 1 LA instruction by leveraging Literacy Plan resources (LA schedules, classroom norms, and glossary of terms) and district curriculum (YPGs and SPGs).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Observe instruction and provide teacher feedback, review lesson plans	2017 writing STAAR	August 2017	May 2018	On track for completion

Writing Strategy #2

Ensure that LA teachers at each grade level teach writing process instruction in the LA block with attention to conventions that are connected to mentor texts and student writing.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	Review campus wide common assessments, review student compositions in PLCs, observe classroom	2017 writing STAAR	August 2017	May 2018	On track for completion

	instruction, and provide teacher feedback				
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Writing Strategy #3
Implement the District-Wide Literacy Strategies (Talk About It, Write to Learn, and Read Actively) throughout each content area.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Assistant Principal	Observe classroom instruction and provide teacher feedback, review lesson plans	2017 writing STAAR	August 2017	May 2018	On track for completion

Writing Strategy #4
Provide opportunities for students to publish their writing beyond the classroom (www.voiceprintaustin.org, blog platforms, school writing exhibitions, etc.).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Principal	Review campus wide common assessments, review student compositions in PLCs, observe instruction and provide teacher feedback	2017 writing STAAR	August 2017	May 2018	On track for completion

Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

2015-2020 Strategic Plan Key Action Step

3.1a: Develop and implement a literacy plan that includes the Science of Writing instruction and includes practical applications of concepts.

2017 Strategic Plan Scorecard Indicator

not applicable

2016 PBMAS

- Bilingual/ESL Indicator 2v: ESL STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 3v: LEP (Not served in ESL) STAAR 3-8 Passing Rate
- NCLB Indicator 1v: Title 1, Part A STAAR 3-8 Passing Rate
- SPED Indicator 1v: SPED STAAR 3-8 Passing Rate

TEA Strategic Priorities

D: Improve low-performing schools.

Widén Elementary School Campus Improvement Plan 2017-2018

Campus Advisory Council Exit Survey

Did the CAC approve the professional development portion of the CIP?	Yes
Was the CAC given an opportunity to provide input on the campus budget?	Yes
Approximately how many hours did the CAC and/or CAC subcommittees spend on CIP development?	6 hours

Position	Name	Date
Principal	Jennifer Pace	10/11/2017
Co-Chair	Hannah Wnakal	10/12/2017
Co-Chair	Alice Rodriguez	10/12/2017

175 WIDEN

PRELIM ALLOCATION

Principal
Bookkeeper
Associate Supt.

Kimberly Royal
Claudia Jackson
Sandra Creswell

Date _____
Date _____
Date _____

Title I Allocation **\$416,389**
Parent Allocation **\$4,206** *Must be budgeted for Parent Involvement*
Total Title I Allocation **\$420,595**

Staffed Positions And Program Intent Codes		PIC	(a)	(b)	(c)
		Program Code	2017-2018 Requested Staffing Allocation	Total Actual Salaries Including Benefits	Average Salaries Including Benefits
Administration					
034/038	Assist. Prin/Helping Teacher (195)	30			78,442
	Other:				
	Sub-Total Administration		0.00	0	
Professional					
214	Counselor (187)	30	0.49	24,500	68,257
203	Librarian (187)	30			67,025
	Other:	30			
	Sub-Total Professional		0.49	24,500	
Specialist/Coach - Working with students 211 17511830.0000 6119					
140	Math Specialist/Coach (187)	30	1.00	62,049.00	63,936
140	Literacy Specialist/Coach (187)	30	1.00	68,210.00	63,936
140	Curriculum Specialist/Coach (187)	30	0.49	16,000	63,936
	Other:	30			63,936
	Other:	30			
	Sub-Total Specialist/Coach		2.49	146,259	
Specialist/Coach - Working with teachers 211 17513830.0000 6119					
140	Math Specialist/Coach (187)	30			63,936
140	Literacy Specialist/Coach (187)	30			63,936
140	Curriculum Specialist/Coach (187)	30			63,936
	Other	30			
	Sub-Total Specialist/Coach		0.00	0.00	
Teacher					
936	Kindergarten Teacher (187)	30			63,936
936	First Grade Teacher (187)	30			63,936
936	Second Grade Teacher (187)	30			63,936
936	Third Grade Teacher (187)	30			63,936
936	Fourth Grade Teacher (187)	30			63,936
936	Fifth Grade Teacher (187)	30	1.00	63,936	63,936
936	Sixth Grade Teacher (187)	30			63,936
936	Math Coach (187)	30			63,936
936	Reading Coach (187)	30			63,936
920	Special Education Teacher (187)	30			63,936
960	Bilingual Teacher (187)	30			63,936
950	Art Teacher (187)	30	0.16	12,333	63,936
952	Music Teacher (187)	30	0.16	12,333	63,936
954	P.E. Teacher (187)	30	0.17	12,333	63,936
	Other:				
	Other:				
	Other:				
	Other:				
	Sub-Total Teacher		1.49	100,935	
Page 1 Total					
			4.47	\$ 271,694	

175 WIDEN

Staffed Positions And Program Intent Codes		PIC	(a)	(b)	(c)
		Program Code	2017-2018 Requested Staffing Allocation	Actual Salaries Including Benefits	Average Salaries Including Benefits
Classified -Clerical					
464	Library Clerk (218)	30			35,302
	Other:				
	Other:				
	Other:				
	Sub-Total Clerical		0.00	0	
Classified-Other Personnel					
510	Teacher Assistant, Special Ed (209)	30			36,086
510	Teacher Assistant, Bilingual (209)	30			36,086
510	Teacher Assistant, Regular (209)	30			36,086
494	Parent Support Specialist (209)	30	0.50	10,711	44,407
512	Computer Lab Assistant (209)	30			37,754
860	Technology Support Specialist (209)	30			42,525
	Other:				
	Other:				
	Other:				
	Other:				
	Sub-Total-Other		0.50	10,711	
	Page 2 Total		0.50	10,711	
	Total Staffing Allocation		4.97	\$ 282,405	

Comments:

175 WIDEN

Total Title I Allocation \$ 420,595

Distribute funds designated above as "Total Non-Staff Allocations" throughout the worksheet for either Staff or Non-Staff items. Be sure to allocate sufficient funds for each Non-Staff item to carry your campus through the 2017-2018 fiscal year.			(d) Non-Staff Allocations
Instructional (Function 11)			
TITLE I Substitutes (including Benefits)	211 17511830 0000 6112		4,000
TITLE I Extra Duty (including Benefits)	211 17511830 0000 6118		5,839
TITLE I Part Time Hourly	211 17511830 0000 6125		
TITLE I Equipment Rental (Copier)	211 17511830 0000 6265		12,000
TITLE I Contracted Services	211 17511830 0000 6298		6,000
TITLE I Reproduction/Printing	211 17511830 0000 6299		
TITLE I Other Reading Materials	211 17511830 0000 6329		
TITLE I Testing Materials	211 17511830 0000 6339		
TITLE I Computer Related <\$5,000	211 17511830 0000 6396		
TITLE I Software	211 17511830 0000 6397		
TITLE I Equipment <\$5,000 per Unit	211 17511830 0000 6398		
TITLE I Gen Supplies-Compensatory Ed.	211 17511830 0000 6399		29,825
TITLE I Student Travel (Rental)	211 17511830 0000 6412		
TITLE I Field Trips (Yellow School Buses)	211 17511830 0000 6494		
TITLE I Refreshments	211 17511830 0000 6497		
TITLE I Miscellaneous Operating Expense	211 17511830 0000 6499		
Other:			
Other:			
Other:			
Other:			
Function 11 Total			\$ 57,664
Instructional Resource -Library (Function 12)			
TITLE I Other Reading Materials	211 17512830 0000 6329		
TITLE I Software	211 17512830 0000 6397		
TITLE I General Supplies	211 17512830 0000 6399		
Other:			
Other:			
Other:			
Other:			
Other:			
Function 12 Total			\$ -
Staff Training (Function 13)			
TITLE I Substitutes (including Benefits)	211 17513830 0000 6112		
TITLE I Ex Duty Pay (including Benefits)	211 17513830 0000 6118		2,700
TITLE I Contracted Services	211 17513830 0000 6298		20,000
TITLE I Reproduction/Printing	211 17513830 0000 6299		
TITLE I Reading Material	211 17513830 0000 6329		500
TITLE I General Supplies	211 17513830 0000 6399		
TITLE I Travel & Registration	211 17513830 0000 6411		
Other:			
Other:			
Other:			
Other:			
Function 13 Total			\$ 23,200

175 WIDEN

Distribute funds designated above as "Total Non-Staff Allocations" throughout the worksheet for either Staff or Non-Staff items. Be sure to allocate sufficient funds for each Non-Staff item to carry your campus through the 2017-2018 fiscal year.		(d) Non-Staff Allocations
School Administration (Function 23)		
TITLE I Clerical Overtime (including benefit	211 17523830 0000 6121	
TITLE I Reproduction/Printing	211 17523830 0000 6299	
TITLE I Other Reading Materials	211 17523830 0000 6329	
TITLE I Equipment <\$5000	211 17523830 0000 6398	
TITLE I General Supplies	211 17523830 0000 6399	
TITLE I Travel & Registration	211 17523830 0000 6411	
Other:		
Other:		
Other:		
Other:		
Other:		
Other:		
Function 23 Total		\$ -
Counseling Services (Function 31)		
TITLE I Other Reading Materials	211 17531830 0000 6329	
TITLE I Software	211 17531830 0000 6397	
TITLE I General Supplies	211 17531830 0000 6399	
TITLE I Travel & Registration	211 17531830 0000 6411	
Other: contracted services		\$ 39,000
Other:		
Other:		
Function 31 Total		\$ 39,000
Maintenance & Operations (Function 51)		
TITLE I Custodial Overtime (including Benef	211 17551830 0000 6121	
Other:		
Other:		
Function 51 Total		0
Community Services (Function 61)		
TITLE I Classified Overtime	211 17561830 0000 6121	
TITLE I Reproduction/Printing	211 17561830 0000 6299	
TITLE I General Supplies	211 17561830 0000 6399	1,000
TITLE I Travel & Registration	211 17561830 0000 6411	1,000
TITLE I Refreshments	211 17561830 0000 6497	1,500
Other: Reading Materials		706
Other:		
Function 61 Total		\$ 4,206
Other Requests (Attach Lists if Necessary)		
Salary Cushion (5% of Page 2 Total)	211 17511830 0000 6148	14,120
Other Requests Total		\$ 14,120
1	Page 4 and 4 Title I Non-Staff Allocation Total	\$ 138,190
2	Page 1 and 2 Title I Staff Allocation Total	\$ 282,405
3	Title I Total (Row 1+Row 2)	\$ 420,595
4	Total Title I Allocation	\$ 420,595
	Out of Balance	\$ 0