

The Widén Elementary staff is committed to customer service, teamwork, and continuous improvement. Please review the draft Parent Involvement Policy below, and share any suggestions for revisions on the back of this page.



Draft Parental Involvement Practices 2017-2018

To involve parents in the Title I Program at Widén Elementary, the following practices have been established:

- The draft Parental Involvement Policy will be distributed during the first six weeks of the school year, so that parents can provide suggestions for revision.
- The staff will communicate academic progress and other information with parents in a variety of ways, such as on progress reports, newsletters, flyers, emails, phone calls, text messages, the website, social media, etc.

Follow us on Twitter @WidenElementary.

Like us on Facebook @widenelementaryschool.

Text @we78744 to 81010 to receive text messages.

Find our calendar and announcements on our website at www.widenelementary.org.

Check backpacks daily for information sent home with students.

- Parents are encouraged to volunteer at the school and in classrooms and can contact the Parent Support Specialist for volunteer opportunities.
- An annual parent meeting will be held during the first six weeks to discuss the Title I program.
- Parents will be given opportunities to provide input on campus operations, improvement, and decisions relating to the education of their children at Campus Advisory Council meeting and through surveys.
- School performance data and student assessment data will be made available for parents.
- Parents will have a variety of opportunities to communicate with the school, including, but not limited to the following:

Calling teachers or other staff members (see staff directory on our website)

Emailing teachers or other staff members (see staff directory on our website)

Scheduling a conference or meeting with teachers or other staff members

Attending monthly Campus Advisory Council and PTA meetings

- Parents will have access to current information on the school's Web site.
- Monthly parent meetings and family events will be offered to engage our community and will be posted on our school calendar, accessible on our website at www.widenelementary.org.

**IF YOU WOULD LIKE TO SHARE ANY REVISION SUGGESTIONS FOR OUR COMAPCT,
PLEASE RETURN THIS FORM BY SEPTEMBER 22, 2017.**

El personal de la primaria Widén está comprometido con el servicio al cliente, trabajo en equipo y mejora continuamente. Por favor revisar el proyecto a continuación de la política de la participación del padre y compartir sugerencias para modificaciones en la parte posterior de esta página.

 por favor *regresar* para * 22 de Sept.

Prácticas de participación de padres 2017-2018

Involucrar a los padres en el programa de título I en la escuela primaria, Widén se han establecido las siguientes prácticas:

- El proyecto de política de participación de los padres se distribuirá durante las primeras seis semanas del año escolar, para que los padres pueden proporcionar sugerencias para la revisión.
- El personal comunicará progreso académico y otra información con los padres en una variedad de maneras, como en informes, boletines, volantes, correos electrónicos, llamadas telefónicas, mensajes de texto, Web, redes sociales, etcétera.

Síguenos en Twitter @WidenElementary

Como nosotros en Facebook @widenelementaryschool.

Texto @we78744 al 81010 para recibir mensajes de texto. Encontrar nuestro calendario y novedades en nuestro sitio web en www.widenelementary.org.

Ver mochilas diariamente para información enviada a casa con los estudiantes.

- Los padres se les animados a ser voluntario en la escuela y en las aulas y pueden comunicarse con la especialista de apoyo de padres para oportunidades de voluntariado.
- Se celebrará una reunión anual de los padres durante las primeras seis semanas para discutir el programa de título I.
- Se dará oportunidades para proporcionar información sobre las operaciones del plantel, mejoras y las decisiones relativas a la educación de sus hijos en reunión del Consejo Asesor del plantel y a través de encuestas a los padres.
- Datos de rendimiento escolar y datos de evaluación del estudiante estará disponibles para los padres.
- Los padres tendrán una variedad de oportunidades para comunicarse con la escuela, incluyendo, pero no limitado a lo siguiente:

Llame al profesor u otros miembros del personal (ver directorio de personal en nuestro sitio web)

Correo electrónico del profesor u otro miembro del personal (ver directorio de personal en nuestro sitio web)

Una conferencia o reunión con el profesor u otro miembro del personal

Asistir a una reunión mensual de Consejo Asesor de Campus y PTA.

- Los padres tendrán acceso a información actualizada en el sitio Web de la escuela.
- Reuniones mensuales de padres y eventos familiares se ofrecerá a nuestra comunidad y será publicados en nuestro calendario escolar, accesible en nuestro sitio web en www.widenelementary.org.

**SI TIENE SUGERENCIAS PARA MEJORAR,
POR FAVOR DEVUELVA ESTE FORMULARIO ANTES DEL 22 DE SEPTIEMBRE DEL 2017.**

The Widén Elementary staff is committed to customer service, teamwork, and continuous improvement. Please review the draft School-Parent Compact below, and share any suggestions for revisions on the back of this page.

DRAFT 2017-2018 SCHOOL – PARENT COMPACT

The School-Parent Compact describes specific ways the school and its families will partner to help children achieve high academic standards. The compact outlines how parents, staff, and students will share responsibility for improved academic achievement. The compact is developed with parents and distributed during the first six weeks of school.

The school will provide high-quality curriculum and instruction by:

- Motivating and engaging students
- Maintaining a positive and safe learning environment
- Providing academic supports and interventions so that all students progress
- Teaching social and emotional skills for learning
- Making students feel welcome, valued, and cared for
- Encouraging students to be confident and proud of their work
- Collaborating and communicating with families
- Communicating student progress with parents

Parents will support their child's learning by:

- Ensuring good attendance
- Keeping you child safe and healthy
- Reading to/with your child daily
- Establishing routines for meals, homework, hygiene, and rest
- Checking for homework and information from the school daily
- Talking to your child about school
- Communicating with parents and other school staff
- Helping students set goals

Students will be responsible for their own learning by:

- Maintaining good attendance
- Completing assignments
- Following classroom and campus rules
- Treating others with respect and kindness
- Making healthy choices
- Listening to teachers
- Setting goals
- Talking to adults about problems or concerns



IF YOU WOULD LIKE TO SHARE ANY REVISION SUGGESTIONS FOR OUR COMPACT,
PLEASE RETURN THIS FORM BY SEPTEMBER 22, 2017.

El personal de la primaria Widén está comprometido con el servicio al cliente, trabajo en equipo y mejorar continuamente. Revisa el proyecto de acuerdo de la escuela y los padres y compartir sugerencias para modificaciones en la parte posterior de esta página.

PROYECTO DE ACUERDO DE PADRES 2017-2018

El Acuerdo escolar describe maneras específicas de la escuela y sus familias que se asociarán para ayudar a los niños a lograr altos estándares académicos. El acuerdo describe cómo los padres, el personal y los estudiantes compartirán responsabilidad para mejorar el rendimiento académico. El Pacto se desarrolla con los padres y será distribuido durante las primeras seis semanas de escuela.

La escuela proporcionará estudios de alta calidad e instrucción por:

- Motivar y comprometer a los estudiantes
- Mantener un ambiente de aprendizaje positivo y seguro
- Proporcionar ayudas académicas y las intervenciones para que todos los estudiantes puedan avanzar.
- Enseñanza de habilidades sociales y emocionales para el aprendizaje
- Haciendo que los estudiantes se sienta Bienvenido, valorados y cuidados
- A los estudiantes se les apoyara para que sean confiados y orgullosos de su trabajo
- Colaboración y comunicación con las familias
- Comunicación de progreso del estudiante con los padres

Los padres apoyarán el aprendizaje de su niño por:

- Garantizar la buena atención de los niños en el salón de clases.
- Mantener a niños seguros y saludables
- Leer con su hijo todos los días
- Establecer rutinas para las comidas, tareas, higiene y descanso
- Revisar tareas e información de la escuela todos los días
- Hablar con su hijo sobre la escuela
- Comunicación con los padres y demás personal de la escuela
- Ayudar a los estudiantes a establecer metas

Los estudiantes serán responsables de su propio aprendizaje por:

- Mantener buena asistencia
- Completar las tareas
- Siguiendo las normas de aula y del plantel
- Tratar a los demás con respeto y amabilidad
- Tomar decisiones saludables
- Escuchar a los maestros
- Metas
- Conversando con los adultos sobre los problemas o preocupaciones

**SI TIENE SUGERENCIAS PARA MEJORAR,
POR FAVOR DEVUELVA ESTE FORMULARIO ANTES DEL 22 DE SEPTIEMBRE DE 2017.**



Widén Parent Input Needed

What do you wish your child's teachers knew more about?
What type of training would you like your child's teacher to have?

Our goal is to be family friendly and provide great customer service!
How are our teachers, administrators, and front office staff doing?

We believe in continuous improvement.
How would you like to see us improve?

Thank you for helping us improve!

PLEASE RETURN BY SEPTEMBER 22, 2017

Opinión de los padres de Widén

Que le gustaría que la maestra/o de su hijo/a supiera más de?
Que entrenamiento le gustaría que la maestra de su niño tuviera?

¡Nuestro objetivo es proporcionar excelente servicio al cliente!
Que opinión tiene de maestros, administradores, y el personal de la oficina?

Nuestra creencia es en mejorar continuamente.
¿Como y en que quiere que mejoremos?

Gracias por ayudarnos a mejorar!

POR FAVOR DEVUELVE ESTE FORMULARIO ANTES DEL 22 DE SEPTIEMBRE DE 2017.

Bond Information

<https://www.austinisd.org/bond>

Austin ISD 2017 Bond

The Austin Independent School District Board of Trustees unanimously approved a November 7, 2017 bond election for \$1,050,984,000, which would bring 21st century learning spaces to students without increasing our tax rate.

This bond is designed to modernize or construct 16 new campus facilities, some of which will be replacement schools. It is also planned to update campuses with capital improvement projects. Some key projects included in the bond proposition are:

- Districtwide improvements to technology for teachers and students and transportation,
- Improvements to address overcrowding and critical needs, and
- Reinvention programs for 21st century learning.

The AISD Board of Trustees approved a bond proposition informed by the Facility Master Plan, which serves as a high-level guideline for all district facilities over the next 25 years. This bond package is the culmination of almost two years of intensive work.

[To download the final summary of projects included in the bond package, click here.](#)

While addressing critical facility needs, it is equally important to use this opportunity to modernize facilities and reinvent the urban education experience for AISD.

Early voting is Oct. 23–Nov. 3 and Election Day is Nov. 7.

Do's: As an AISD employee, you may

- Provide information obtained from the district in English and Spanish.
- Provide information obtained from the district about the scope of the projects, including costs.
- Provide information obtained from the district on voting times and locations.
- Provide information obtained from the district on student growth, performance data and the condition of facilities under consideration.

Don'ts: As an AISD employee, you may not

- Use district funds or resources to advocate for or against the bond.
- Advocate for or against the bond using district time.
- Use the district's communication systems, including e-mail, telephone and text messaging, to advocate for or against the bond.
- Allow a third-party to distribute promotional materials advocating for or against the bond in district facilities or during district-sponsored events.

Knowing the Law

The law that dictates how public funds can or cannot be used for political advertising, such as advocating for or against a bond, can be found in the Texas Election Code.

Section 255.003 in the code stipulates that:

- An officer or employee of a political subdivision (school district) may not spend or authorize the spending of public funds for political advertising.
- Subsection (a) does not apply to a communication that factually describes the purposes of a measure if the communication does not advocate passage or defeat of the measure.

WIDÉN ELEMENTARY SCHOOL FACILITY PROJECT SHEET



5605 Nuckols Crossing
Austin, TX 78744

Building Area: 74,523 Square Feet
Site: 11 Acres
Date of First Construction: 1986

Existing Capacity: 655
Planned Capacity: 655
2016/2017 Utilization: 85%

For more detailed information about the district's long-term Facility Master Plan and recommendations for this facility, please visit www.aisdfuture.com.

Proposed Projects

- Districtwide Fire and Intrusion Alarm Upgrades
- Districtwide Security Camera Replacements
- Electrical System Improvements
- Heating and Air Conditioning Improvements
- Security Improvements
- Sidewalk Improvements
- Site Drainage Improvements
- Technology: Computer Lab Improvements
- Technology: Network System Improvements
- Technology: Presentation Systems
- Technology: Teacher Computers

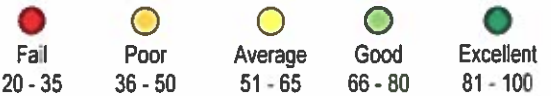
Facility Condition Assessment (FCA)

This Facility	District Average - Elementary
65	52



Educational Suitability Assessment (ESA)

This Facility	District Average - Elementary
53	62



Estimated Cost of Proposed Projects

\$1,700,000

Projects may include funding from additional sources.

The FCA and ESA scores are a representation of the condition of the facility only, not of the school's academic performance.

Types of Bond Projects

1. Districtwide, all students would benefit from:



Technology Upgrades



New Buses

as well as **school-specific projects**, such as a new facility for our Rosedale School, which offers tailored educational opportunities to our most medically fragile students.

2. Sixteen schools would be **new or modernized**:



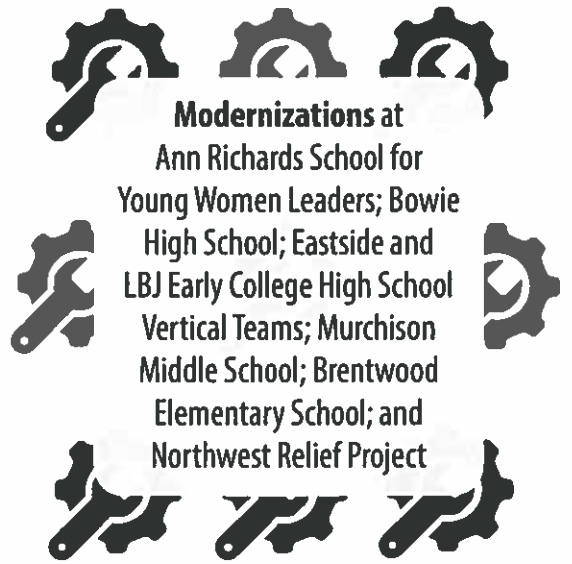
New Rosedale School and New Eastside Memorial Early College High School at original L.C. Anderson Campus



New Casis, Govalle, Menchaca and T.A. Brown Elementaries, Blazier Relief Project; and New Southwest Elementary



New Northeast Austin Middle School



Modernizations at Ann Richards School for Young Women Leaders; Bowie High School; Eastside and LBJ Early College High School Vertical Teams; Murchison Middle School; Brentwood Elementary School; and Northwest Relief Project

3. Reinvention programs for 21st-century learning would include:



Early College High Schools



Renovations to Fine Arts Areas



New LBJ ECHS Medical High School



The Bottom Line

This bond is an investment in our facilities, our teachers and staff, and our students. Student success is our ultimate goal and our driving force. We can create 21st-century learning spaces for our students, and we can do so without a tax rate increase.

Austin Independent School District

21st-Century Learning Without a Tax Rate Increase

NOVEMBER 7, 2017

\$1.05 BILLION BOND



Districtwide improvements
16 new or modernized campuses



How Will the Bond Affect My Property Tax Rate?

It won't. Austin ISD needs to address facility deficiencies, and is committed to creating 21st-century learning spaces for all our students. We can do so without a tax rate increase.



It's important to know that the district won't be borrowing the total amount of the bond on Day 1. Instead, we'll borrow and pay off the debt as we go. We'll also use other resources for support, including planned land and facility sales, and campus mergers to balance population shifts.

Austin ISD is projected to pay \$534 million in local tax dollars to the state next year as part of recapture, or Robin Hood. Without recapture, the district would not need to call this bond. Funds that school districts receive from a bond are not subject to recapture, so more local tax dollars stay here.

November 7—The Proposition

WHAT THE BALLOT SAYS: "Shall the Board of Trustees (the "Board") of the Austin Independent School District (the "District") be authorized to issue bonds of the District, in one or more series or installments in the principal amount of \$1,050,984,000 for the construction, acquisition, rehabilitation, renovation, expansion, improvement, modernization and equipment of school buildings in the district, including (I) Technology Systems and Equipment, (II) Safety and Security Systems and Equipment, (III) Improvements to Address Overcrowding and Safety Concerns, (IV) Improvements for Students with Special Needs, and (V) Reinvention Programs For Twenty-First Century Learning; the purchase of the necessary sites for school buildings; and the purchase of new school buses, which bonds shall mature, bear interest and be issued and sold in accordance with law at the time of issuance; and shall the board be authorized to levy, pledge, assess and collect, annual ad valorem taxes on all taxable property in the district sufficient, without limit as to rate or amount, to pay the principal of and interest on the bonds, and the costs of any credit agreements (including credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds), all as authorized by the constitution and laws of the State of Texas and the United States of America?"

Staff Input on CIP

Your Grade Level and/or Content Area	Identify one or two essential skills/areas that were (1) challenging for many of your students, (2) could contribute (over time) to campus wide challenge areas, and, (3) if improved, - could contribute to increased student growth & performance in a variety of ways/areas campus wide.	Set a specific, measurable, and attainable goal (for this school year) for your incoming students, for the essential skills/areas you identified.	Identify one or two instructional strategies that (1) could have a huge positive impact on the skills/areas you identified for improvement, (2) have the potential to impact the greatest number of students, and (3) that you can commit to developing your expertise in and implement consistently.	With regard to the delivery and implementation of the instructional strategies you identified, think about ways you can grow and the types of supports that would help you be even more masterful than you already are.
Kinder	letter recognition and phonics	Students will learn all 52 alphabetical letters	small group intervention	Reviewing techniques presented during Kinder 101 training such as, a modified version of the scope and sequence as well as speaking with the reading specialist on other mechanism for teaching phonics
3rd	Their ability to use a higher level of thinking to process information and come up with original answers. I think this gives them a better ability to work independently with positive results.	To successfully work in centers without needing to be continually monitored and guided.	I will be using the same piece of text for nearly all of my ELA instruction for the entire week. This can help my low readers show their understanding of concepts and help my GT students to be about to demonstrate their abilities through deeper dissection of the text and special projects. I think by tying it all together it will give meaning to the work and give the students the ability to pause and process what is being taught, not simply finish a worksheet and move on.	Pam will be my go to person on picking out just the right book to be able to implement what I want to happen.
4th grade Math and Science	Story Problems	SWBA to understand 100% of the story problem setting and context by the end of the first semester.	Understanding of context in word story problems.	A way I can grow is by taking online training modules where I can better myself at teaching.

2nd ESL	Two areas that students need to improve upon are in the areas of reading fluency and reading comprehension.	I will use ISIP data to determine that the students were able to improve by one TIER in the areas of comprehension and fluency. This will be done using ISTATION data.	I plan to have fluency centers during center time in which students read to each other. I plan to use ISTATION which also aids students with fluency and comprehension. I also plan to have guided groups which help students improve their comprehension skills with myself.	I will collaborate with my team and get any suggestions for particularly effective centers and questioning stems. I would also make sure to do a great job modeling how to use the fluency center effectively.
Special Education Resource Teacher	Behavior interventions upheld in the general education setting/supporting inclusion minutes.	Teacher will collaborate with general education classroom teachers to develop and implement a behavior intervention system to meet student needs across all academic areas.	Weekly collaboration with gen ed teachers to maintain accountability.	Constant and consistent collaboration will need to occur to ensure the intervention plans/reward systems are being used consistently and given an ample amount of time to benefit the student(s).
PPCD PK3,4	short attention span and staying in seat	student will stay seated for at least 10 minutes and on task for 5	Pace instruction to maximize comprehension and retain attention.	Improve delivery and keep varied instruction.
CALT/Dyslexia Therapist	Comprehension Strategies/Fluency	I would like to implement fluency progress with students, as with fluency success comes stamina. This would apply mainly to Take Flight students and would be measured by an initial benchmark text in which a child is 98% successful (not necessarily on-grade level, but at a student's independent level based upon accommodations).	Weekly fluency checks (running records) to correlate with instruction, marking measurable fluency progress throughout the year. Allowing students to chart fluency progress to have ownership of their gains. I'm hoping this will encourage students to practice more- both with Learning Ally and traditional texts to improve fluency.	I'd like to research more on strategies for fluency in relation to dyslexia and techniques that can help improve this deficit (Rapid Automatic Naming is one of the key indicators for students with dyslexia). Using materials consistently as much as possible. Adding a program that I've never used before and implementing this program with older students will be a challenge, but it will enable to me to grow my knowledge of resources available to assist children with dyslexia.
Pre-K	P.A., number recognition	P.A.	More movement & more hands-on activities	Implementing more CLI strategies, give students more freedom to move about and explore.

<p>Language Arts</p>	<p>Independent Reading Stamina (true reading engagement)</p>	<p>30-40 minutes of stamina for intermediate/ 20-30 for 2nd/ 10-20 for K-1</p>	<p>Scaffolding the stamina: maybe charting for the class so they see the progress/ promoting conferring with readers to build engagement and value for reading/ work on individual goal setting with BOTH students and teachers</p>	<p>I would like to be a support for the teachers in the form of planning, modeling, and observing</p>
<p>Art K-5</p>	<p>A skill that was challenging for many of my students was being able to stay in their seats.</p>	<p>This year, the goal is to incorporate more time out of their seats, that is contributing to the lesson.</p>	<p>I am going to try to incorporate more CLI strategies in my classroom. One strategy for movement i will use is called "Idea and Movement." The students find their own space around the room, and create their own repeatable movement based on a prompt, word, or concept. Teacher spotlights a few student's movements, and has class repeat them. I will also try a CLI strategy called "Pathways." Using masking tape or string, I will create a pathway in the form of a shape or line on the floor. Students line up and take turns to move along the pathway following the shape or line. Students are encouraged to explore different types of movement. The students will explore more than one pathway, then compare and contrast their attributes. Having a balance of time in and out of their seats, will help the students be able to focus on the lessons better.</p>	<p>Continuing to learn the CLI strategies through professional development courses would help me grow as a teacher.</p>

Pre-k	One was having them identify alphabet sounds or letter recognition. Another was their social and emotional learning. Campus wide challenge areas would probably be discipline areas	My goal would be to really tackle parent communication and involvement early on as well as getting the students set up with a plan of action for specific content areas that I see as an area of concern before I take 3 months off.	Morning meeting would be one and also keeping an ongoing record of where the kids are in terms of content area and implementing small groups from the start.	I think the type of support I will and can rely on is my 4yr mentor, we will have to problem solve together to find what would be attainable in the first few weeks after school has started to set the kids up for success while I'm out.
5th	Engagement with quality student talk. Vocabulary skills.	Structured Interactive Modeling and Learning Structures from the Responsive classroom. Comprehensive Benchmarks (4) for the year and weekly tests.	Structured weekly instruction that focuses on vocabulary enrichment, hands on inquiry, application of skills and formal/informal assessment.	In the Responsive Classroom it give us two ways to give more opportunities of student engagement with teacher modeling through the interactive learning structures.
K-5 Music	Cooperative Learning Atmosphere with 4th and 5th Grade Guitar	That students will be able to recognize, describe, discuss, and model cooperative learning space within the music classroom during guitar instruction.	<p>CLI Strategy of Stage Picture - in practicing modeling cooperative learning space, students will receive prompts of various atmospheres of learning (ie. one where someone is talking, one where someone is not engaged, one where the teacher is off task, one where all are working toward goal, etc.) The steps are:</p> <ol style="list-style-type: none"> 1. Give a prompt for stage picture that connects to your content. 2. As a class, brainstorm images that come to mind based on the prompt and write ideas on the board 3. Ask for a volunteer to start the picture by creating a statue in front of the class 4. Continue calling on students to build/elaborate on the first student's statue until a cohesive group image (or stage picture) is created 	<p>I could modify this strategy to extend to:</p> <ol style="list-style-type: none"> 1. Other classroom activities 2. Performances within the school 3. Performances outside of school

Kindergarten	Students struggled with sight word recognition. It was a struggle to use the old Widen sight word learning method. I was not effective. This year Kinder is going to use the Sight Word 60 program in order to see if there is improvement.	All my students will know at least 25 sight words.	Sight word 60 is the program used at Galindo Elementary School. They have had a lot of success with the program. Ms. Harrison learned about during the Kinder 101 training this summer. Using various methods the children see the sight words 60 times a week and allows for retention.	Attending professional developments and researching the methods used in order to help the instructional environment in the classroom. As well as visit master teachers classrooms in order to see how the implementation is done.
Physical Education	Sportsmanship & Nutrition	<p>Nutrition: Our Student Wellness Team will create a new poster/ display every semester to promote a different health topic</p> <p>Sportsmanship: It's difficult to measure sportsmanship, but our campus as a whole would benefit from students learning to properly handle failure as well as success. I am hopeful that what we learn in P.E. regarding fair play and respecting your peers will carry over into the classroom.</p>	In an attempt to replicate the responsive classroom model in P.E. we will have "Class Meetings" to discuss topics like sportsmanship. When a game gets out of hand, or students are struggling to compete in a controlled manner, the game will be paused and the class will come together to discuss appropriate behavior and solutions.	I'm going to put it in the student's hands. They will have the information and support (peace corner/ SEL strategies) to handle disputes on their own. My goal is to act as a mediator and use sports as a tool. The games will play will generate various issues that students will have to solve together.
Special Education-SCORES	Character and accountability	Students need to learn to take initiative and be held accountable. Their character will be built as they learn right from wrong and how to interact in various situations, planned and unplanned.	Teaching Character Traits.	To model and make sure that all teachers are identifying the positive and correcting the students appropriately.

5th Grade Bilingual Math/Reading	Reading comprehension and mathematical fluency.	I would like to see my students answer reading comprehension questions about a text, book, poem, etc. with 80% accuracy. I would like to see my students complete AIMSWEB math with 80% accuracy within the time period appropriated per AIMSWEB page.	Asking deep, high level questions about texts we are studying and having students respond both verbally and in written form. Having flash card competitions to improve math fluency.	Work with Pam and Stephanie for more ideas :)
K-5 support in Math	1) When I did work with students in the Spring, they struggling with fluency and automaticity of basic math facts and comprehending multi-step story problems. 2) Support and follow through have been major contributors of challenges we've faced in the past. 3) *community and relationship building *thoughtful and careful planning to check for student understanding during core so guided groups can be more focused on current content	n/a	These responses reflect how I can assist teachers. 1) *RC strategies like Morning Meeting - I can assist or observe and brainstorm ideas for improvement, if needed. *using a backward design when lesson planning - I can plan with the team or the member that plans math. 2) helping teachers develop a strong core lesson and include checks for understanding 3) I have two books I'd like to read this year...Number Talks and Mathematical Mindset. These may help me have better conversations with teachers about math and how to meet students where they are and get them where they need to be.	continue reading about RC and books regarding math instruction
4	Phonics skills were low which are essential in their spelling, writing, and reading skills. Complete sentence structures.	Work on phonics skills to improve the writing and reading scores.	present a daily phonics skills with our new weeks spelling list every week. spelling patters, sound sounds, irregular words.	The resource I have and are using are old programs. I will need to look in the most recent programs, learn them, measure their success

2nd Grade	Acquisition of fact fluency and knowledge of a variety of strategies and skills to allow them to solve word problems.	Working on creating this goal as we would like to align it to our SLO and PLC/PDU.	Use of formative loop and/or other fact fluency measurement. Teaching math strategies like make ten to add, adding using place value, +1/-1, among others learned during the TEA Math Training Summer 2016.	Continue to work with Math Guided Groups and continue to have access to formative loop or some sort of measurement of fact fluency.
Librarian	In looking at the CIP, the library supports 20 minutes of daily structured reading by providing a variety of fiction and nonfiction titles. When students have more reading choices, they are more engaged readers, which helps students become better readers.	I want students to learn how to use the library so that they can find the materials that they need for both pleasure reading and academic success.	Students can use the 5 finger rule when choosing good fit books. I will implement techniques from responsive classroom for class discussion about learning to make good reading choices. With responsive classroom being a school-wide program, the library will be a safe and consistent learning environment for students.	I will attend library meetings to get ideas for library lessons that support curriculum. I will also continue to read about and implement ideas from responsive classroom.
Prek	self regulation	Students will learn how to use breathing techniques to calm themselves down.	Morning meeting and continued use of SEL strategies in whole group, small group or individual setting.	Regular Guidance groups with counselor would be amazing!
PK	Managing their own behavior and know how to cope with challenging situations (ex, academics, social emotional behavior...	Begin early in the year teaching techniques on how to deal and work through specific situations.	Small groups and 1:1	Always collaborate with TEAM on ideas & what works and what doesn't. Tweaking and modifying to try and obtain goal.
2nd grade	Problem solving and learning different skills and strategies to problem solve.	Working on setting goals.	Formative loop and continue to use guided groups.	Continuing to work with guided groups and learning more strategies and skills for problem solving.

<p>1st-5th Bilingual Sped, Reading, Writing, Math</p>	<p>A couple of skills that were challenging for the students I worked with were mathematical process standards in order to solve problems with efficiency and accuracy. The students were not able to multiply with fluency three-digit number by a two-digit number using the standard algorithm; and solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm. I was able to help the students reason with problems in order to determine the operation to use, however, they were unable to get the right answer because they were unable to recall all the steps to multiplying or dividing.</p>	<p>Given multi-step word problems, the students will be able to solve up to three digit by two digit problems and four digit dividend by a two digit divisor problems with a 70% accuracy.</p>	<p>I will continue to help the students to determine the operations needed to solve the problems and support the steps to solve them through supplemental aids that I have developed and which I hope will develop fluency in this area. I hope to do this through different hands-on activities that include rolling dice, using decks of cards, etc. I will help them develop ownership of their work.</p>	<p>I can continue to grow by attending professional developments, but most of all I can grow by allowing the students the opportunity to make gains and share their successes with other students.</p>
<p>Pre-k 3</p>	<p>Expresses frustration/anger verbally during peer conflict without harming materials or others. Student will be able to recognize letters in his/her name.</p>	<p>Student will identify recognize all letters of his/her name. Student will use 3 or more conscious discipline strategies to express frustration or anger verbally without harming materials or others.</p>	<p>The conscious discipline lessons will be integrated into lessons and SEL lessons will be integrated into lessons.</p>	<p>Review material and develop ideas that will increase love rituals and student positive behaviors.</p>

<p>2nd Grade ESL</p>	<p>The two skills that I plan to work on is mathematical problem solving skills involving addition and subtraction. This is also our SLO goal for our third grade team. The specific TEKS are:</p> <p>2.4B add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations;</p> <p>2.4C solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms;</p> <p>2.7C represent and solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.</p>	<p>Students will take a pretest and after that the goal is for them to achieve half the number to reach a perfect score. This means if they score a 50 % on their pretest they much get a 75%. If they get a 20% they need to get a 60%.</p>	<p>We are going to meet as a team, but we will be doing problem of the day which will help them with processing multi step word problems. We also incorporate various fluency goals during our numerical fluency time block. This would include making ten, doubles, and near doubles.</p>	<p>I would say that doing my best to keep on schedule and being consistent with whatever our team wants to incorporate into our fluency block.</p>
<p>1st Grade ESL Teacher</p>	<p>Phonics and basic number sense/math skills</p>	<p>I would like to have all of my students reading by the end of the year. I would also like for my students to have their number sense for numbers 1-100, and for them to have basic knowledge of the required math skills (addition, place value, etc.).</p>	<p>I am going to use the Phonics Dance for the phonics portion and hope that by using our bodies and dancing out the alphabet that I will be able to help more students succeed. For math I am going to use multiple different methods of instruction and resources to hopefully impact the most students possible.</p>	<p>I can grow by spending more time planning and figuring out exactly how I plan to teach what needs to be taught. For math I hope to attend a professional development this year that will help me plan for better math instruction and delivery.</p>

1st grade ESL	Grapho-phonemic awareness and numerical fluency	The students will need to be able to decode words including consonant digraphs and long vowel patterns in isolation and in connected text. Students will need to identify and explain how place value changes the meaning of individual digits, explain what makes numbers greater than or less than other numbers, and be able to add and subtract one and two digit numbers without regrouping.	To develop these skills, students need multiple exposures (at least 100) to these concepts and multiple opportunities to see it modeled, practice independently, and practice in guided groups. Students also need to be able to practice these skills (both reading and math skills) using visual, auditory, and tactile strategies. This will help me to reach as many students as possible due to their different learning styles.	The best resources to grow as an educator has always been my colleagues. Collaboration with teachers on my team and teachers in the grades above and below mine will help me to develop new strategies and adjust them to fit my teaching style and my students' needs.
Preschool Bilingual PPCD	Recognizing the need for a break	Teacher will model how to take a small break in the peace area and give a small verbal or visual cue to use the peace area when they appear overwhelmed.	A consistent visual schedule	More visual supports - First/ Then strategies
PPCD	Social behavior skills	In most situations, students will be respectful of themselves, others and school rules and expectations.	Introducing expectations from the first day of school, and ongoing review of those expectations throughout the year. Classroom visits from school counselor throughout the year to help reinforce the goal.	I would like to attend professional a development specific to special education, and in particular, students with autism.

1st	<p>Students' overall academic levels in reading and math has dropped lower and lower each year. Last year, I had the lowest group I've ever had in my 11 years at Widen. Academic achievement dropped just as behavior disruptions increased dramatically and often violently. Student should feel safe in school as each year has gotten scarier. As we all know, when safety and survival needs are not met, learning cannot happen.</p>	<p>I measure their reading growth and math growth with multiple tests like DRA, TPRI, and TEMI, but measuring how safe students feel is much more difficult. Many of our students come from chaotic homes and many have a history of trauma. School may be the safest place they know.</p>	<p>I use some SEL strategies along with self-awareness strategies like identifying feelings of pride, guilt, worry, etc.</p>	<p>I like to read about neuro-processing, child & adult psychology, and human and animal sociological structures.</p>
First Grade	<p>The understanding of basic concepts in the area of listening and comprehension.</p>	<p>Teach prior knowledge of these basics skills through a lot of repetition and practice.</p>	<p>Create centers and activities that are specific to the needs of all students through many variety and independent ways using simple, but quality strategies.</p>	<p>The greatest support is to always be mindful of the style in which each student learns and to remember that we must embrace their ability to be unique.</p>
Bilingual PPCD	<p>1. Students being consistently respectful. 2. Student focusing and paying attention.</p>	<p>Pre K Guidelines/Section 1: Standard 1.A.1: Children regulate his/her own behavioral reminders or assistance from teacher. Standard 1.B3b. Child remains focused on engaging group activities for about 20 min.</p>	<p>1. Using visuals with children. 2. Flexible grouping</p>	<p>1. Giving choices to students 2. Continue implementing PEACE area. 3. Continue with SEL lessons.</p>

Campus Improvement Planning

Advanced Academics:
Increase opportunities to challenge GT and high ability students.
Increase the identification of gifted students.

Attendance:
Improve Student Attendance

Campus Climate and Discipline - Violence Prevention:
Improve the campus climate and student discipline.

Coordinated School Health / Student Fitness / Staff and Student Health and Nutrition:
Improve the health of students and staff.

Customer Service:
Improve services provided to families and stakeholders.

Dyslexia & 504:
Improve services for students with dyslexia and students in the 504 program.

English Language Learners:
Improve English Language Proficiency

Employee Well Being:
Improve the wellbeing of staff.

Family & Community Engagement:
Increase family and community involvement.

Fine Arts and the Creative Learning Initiative:
Increase access to fine arts instruction and creative teaching strategies.

Marketing Successes and Offerings:
Increase campus communication and visibility.

Mathematics:
Increase the percentage of students passing the STAAR math test to $\geq 80\%$.

Multi-tiered Systems of Support:
Improve student achievement through multi-tiered support systems.

Professional Learning:
Improve professional learning opportunities.

Reading/Language Arts:

Increase the percentage of students passing the STAAR reading test to $\geq 80\%$.

Science:

Increase the percentage of students passing the STAAR reading test to $\geq 80\%$.

Social & Emotional Learning:

Increase students' social & emotional learning skills.

Special educations ARDs and IEPs:

Increase compliance with legal requirements for ARDs and IEPs

Special Education LRE:

Increase access to the Least Restrictive Environment for students in special education.

Staff and student health and nutrition:

Improve nutrition habits of staff and students.

Student Fitness:

Improve student fitness

Technology:

Increase students access to blended learning and authentic use of technology.

Writing:

Increase the percentage of students passing the STAAR writing test to $\geq 80\%$.