



**Widén Elementary
Campus Advisory Council (CAC) Agenda
Thursday, September 20, 2018**

Call to order
Citizen's Comments (This segment is limited to 10 minutes divided among speakers to establish time limits.)
Approval of previous meeting minutes
Response to requests for information
Monthly Featured Topics: <ul style="list-style-type: none">● CAC Member Training Information● Title I Program Information● Campus Rating Information - Improvement Required
District information: <ul style="list-style-type: none">● Community Eligibility Program (Free meals) / Income Verification Forms
Campus Improvement Planning: <ul style="list-style-type: none">● Input on Targeted Improvement Plan and Campus Improvement Plan
Open forum for CAC member comments
Adjourn

Meetings begin at 3:30 pm in the library, unless otherwise announced,
and are designed to be 1 to 1.5 hours in length.

2018-2019 CAC Meeting Dates:

- September 20th
- October 11th
- November 8th
- December 19th
- January 17th
- February 7th
- March 7th
- April 18th
- May 9th



Escuela Primaria Widén
Agenda del Concilio Consultivo del Plantel (CAC)
Jueves, 20 de Septiembre del 2018

Llama para ordenar
Comentarios del ciudadano (Este segmento se limita a 10 minutos divididos entre los oradores para establecer límites de tiempo.)
Aprobación de las actas de la reunión anterior
Respuesta a las solicitudes de información
Tema de enfoque mensual: <ul style="list-style-type: none"> ● Información de capacitación para miembros de CAC ● Información del programa de Título I ● Información de clasificación de la escuela - Se requiere mejora
Información del distrito: <ul style="list-style-type: none"> ● Programa de elegibilidad de la comunidad (comidas gratuitas) / Formularios de verificación de ingresos
Planificación de la mejora del campus: <ul style="list-style-type: none"> ● Opinión en el Plan de Mejora Dirigida
Foro abierto para comentarios de miembros del CAC
Aplazar

La junta empieza a las 3:30 pm en la biblioteca, solo que se indique lo contrario, y están diseñados para ser de 1 a 1.5 horas de largas.

2018-2019 CAC reuniones:

- Septiembre 20th
- Octubre 11th
- Noviembre 8th
- Diciembre 19th
- Enero 17th
- Febrero 7th
- Marzo 7th
- Abril 18th
- Mayo 9th

**Widén Elementary
Campus Advisory Council (CAC) Meeting Minutes
Monday, May 21, 2018**

Wankel and Bryant Called meeting to order 3:31PM

Citizen's Comments

(This segment is limited to 10 minutes divided among speakers to establish time limits.)

CIS will have summer camp the first two weeks of school. The theme is My Health, My Power. S's selected were incoming 4th grade students

Approval of previous meeting minutes

-There was a motion by Mr. Diaz to approve last CAC meeting minutes. Motion passed.

Response to requests for information

- No requests for information were made at our May meeting.

Monthly Featured Topic:

- Parent surveys

-Ms. Pace discussed the survey she sent out to parents, "How can we help your child next year?" Responses indicated that parents especially liked:

- After School Program
- Scholastic Books
- Doughnuts for Dads/Muffins for Mom
- Robocalls
- The cultural celebrations
- The love, respect and care for students
- After school dismissal
- ACE Program
- Office Personnel and parent trainer specialist

Responses indicated parents were not so crazy about:

- Lunch menu
- Morning performances
- After school dismissal
- STAAR Testing

Parents responses indicated the following ways to make the campus better:

- Better Cafeteria monitors that understand kids.
- More activities for kids, like sports.

- More computers and more books.
- More communication in Spanish.
- 10 minutes of daily dance.

Ms. Wankel wanted to mention that Behavior in the school had improved because of new and consistent. Brenda Gill, Teacher Assistant, mentioned that she would like to see more access to district training for TAs. CIS would like to help with incentives such as field trips. CIS volunteered to care for the garden areas located by the Library and garden area located in front of parking lot located by Austin Public Library. Ms. Salinas wanted to mention that the walker dismissal is chaotic. Various walker dismissal procedures were discussed.

Ms. Pace mentioned that every classroom without an INNOVATION Station will receive a new projection system.

District information:

- District Innovation Days-6 days were approved for 2018: September 24, October 5, December 20, January 3, January 4, and February 15

Campus Improvement Planning:

- The committee reviewed CIP Progress. STAAR data is not yet available.

Open forum for CAC member comments

- The committee discussed the new presentation systems.

The meeting adjourned at 4:45PM.

CAC Training Video Summary: The Purpose of the CAC

Relevant Resources

- Training video: English and Spanish
 - CAC Yearly Schedule
-

Vision

- Campus Advisory Councils are designed to ensure that teachers, parents, and community members have an active voice in what happens at their local schools.
 - There are four primary ways that Council members can share their thoughts with campus leadership. They can provide input on topics, review materials, make formal recommendations, or grant approval.
-

TAPR and PD

- The Council reviews the annual campus Texas Academic Performance Report (TAPR) provided by the Texas Education Agency (TEA). This is usually done as part of the Campus Improvement Plan (CIP) needs assessment.
 - The Council is required by law to review the TAPR report in a public meeting. The review usually occurs as part of a regular Council meeting in January.
 - Each year the Council approves the annual Campus Professional Development (PD) plan.
-

Campus Improvement Plan (CIP)

- One of the most important functions of the Council is to provide input into development of the annual CIP.
 - Campuses begin working on a draft CIP in March of the current school year, to plan for the upcoming school year.
 - First the Council reviews state TAPR data, the results of parent, student, and staff surveys, the campus budget, and other available data.
 - These data are then used to identify the greatest needs of the campus. This process is called a needs assessment.
 - Next a work plan is created to determine how performance improvement on the identified needs will be measured. The work plan must also align to the goals of the district Strategic Plan.
 - Throughout the CIP development process, the Council provides input, reviews materials and drafts, and makes recommendations.
-

Campus Budget Process

- In November, the Board approves staffing formulas. In December, the District develops budget allocations for each campus. The campus budget allocation is called a Basic Table of Organization (BTO).
 - The largest component of the BTO is the staffing allocation, based on the formula approved by the Board. There is also a non-staffing allocation, which is the discretionary funding available to the campus.
 - Campus budgets also include eligible State Compensatory Education funding and Federal No Child Left Behind funding, also known as Title I, Title II, or Title III funding.
 - In January, Councils give input on the campus BTO. Campuses can request revisions based on Council input. Council approval of the budget is not required, but each principal must confirm that the Council had an opportunity to provide input on the budget.
 - Councils do not have to wait until January to start thinking about the coming year budget. Unless the School Board changes staffing formulas, staffing allocations only vary with changes in campus enrollment.
-

Additional Activities

- The Council provides input on campus-level waiver requests to TEA and provides input on seeking and utilizing outside funding.
 - The Council also provides input on various issues including safety, the learning and working environment, transportation and traffic, resource conservation, dress code, parental involvement and communication, and community and business partnerships.
 - The Council might also discuss news at the federal, state, and district levels.
 - Meetings might include regular or periodic reports from the principal, PTA, student Council, or school departments.
 - The Council can also request presentations from, or discussions with, district-level representatives.
-

Additional Resources

- You can find more resources, including training videos, publicity flyers, and sample agendas on our CAC website: www.austinisd.org/advisory-bodies/cac/additional-resources



Accountability Data Search Help

Texas Education Agency
2018 Accountability Ratings Overall Summary
WIDEN EL (227901175) - AUSTIN ISD

	Component Score	Scaled Score	Rating
Overall		59	Improvement Required
Student Achievement		55	Improvement Required
STAAR Performance	29	55	
College, Career and Military Readiness			
Graduation Rate			
School Progress		62	Met Standard
Academic Growth	65	62	Met Standard
Relative Performance (Eco Dis: 91.6%)	29	57	Improvement Required
Closing the Gaps	22	59	Improvement Required

Notes:

- This campus received an Improvement Required rating in three of the four areas: Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps. Therefore, the overall scaled score is limited to an 59.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned



Accountability Data Search Help

**Agencia de Educación de Texas
2018 Rendimiento de calificaciones Resumen general
WIDEN EL (227901175) - AUSTIN ISD**

	Puntuación	Result- ado	Clasificación
En General		59	Requerido
Logro de Estudiante		55	Requerido
Actuacion de STAAR	29	55	
Tasa de Graduación de Preparación Universitaria, Profesional y Militar			
Progreso escolar		62	Requerido
Crecimiento Académico	65	62	Requerido
Desempeño Relativo (Eco Dis: 91.6%)	29	57	Requerido
Cerrando las brechas	22	59	Requerido

Notas:

- Esta escuela recibió una calificación de Mejora requerida en tres de las cuatro áreas: Logro de los estudiantes; Progreso Escolar, Parte A: Crecimiento Académico; Progreso escolar, Parte B: Rendimiento relativo; o Cerrando las brechas. Por lo tanto, el puntaje general escalado está limitado a 59.

Distinción Designaciones

ELA / lectura	No Ganado
Matemáticas	No Ganado
Ciencia	No Ganado
Estudios Sociales	No Elegible
Crecimiento Académico Comparativo	No Ganado
Post Secundario Preparación	No Ganado
Comparativo Cerrando las Brechas	No Ganado



2018 - 2019 CELEBRATIONS

- 13% increase in student achievement at the approaches level on STAAR Reading
- 12% increase in student achievement at the approaches level on STAAR Math
- 18% increase in student achievement at the approaches level on STAAR Science
- 21% increase in student achievement at the approaches level on STAAR Writing and 11% increase in student achievement at the meets level on STAAR REading
- 22% increase in primary literacy in kindergarten
- 18% increase in primary literacy in 2nd grade.
- 13% increase in overall primary literacy K - 2nd grade



2018 - 2019 CELEBRACIONES

- 13% aumento de rendimiento estudiantil en el nivel de enfoques en lectura de STAAR
- 12% aumentó el rendimiento estudiantil en el nivel de enfoques en matemáticas de STAAR
- 18% aumento en el rendimiento estudiantil en el nivel de enfoques en ciencias de STAAR
- 21% aumento en el rendimiento estudiantil en el nivel de enfoques en escritura de STAAR y aumentó el 11% en el rendimiento estudiantil en el nivel de logros en la instrucción STAAR
- 22% aumento de la alfabetización de kinder.
- 18% aumento en la alfabetización primaria en segundo grado.
- 13% aumento en la alfabetización primaria general K - 2 grado.

WIDEN TITLE I PROGRAM

Your completed Income Verification form helps our school receive important federal funding so that our students have a fair, equal, and significant opportunity to obtain a high quality education!

Funding & Programs

\$353,700

Reading Specialist	Provide literacy instructional support for students and teachers and targeted interventions.
Behavior Specialist	Provide social and emotional support for struggling students and help teachers with behavioral intervention strategies.
Math Specialist	Provide math instructional support for students and teachers and targeted interventions.
Teacher Assistant	Provide small group and individual support for struggling students.
PT Hourly Counselor	Assist with the Child Study Team system to ensure students have access to evaluations and special programs.
Literacy First	Provide individual literacy tutorials for qualifying struggling students in K-2nd grade.
Literacy To Life	Provide 12 weeks of performing-arts based programming to foster literacy and writing skills in 3rd grade.
Copy Machine	Provide a large volume copy machine to run copies for intervention programs.
Reflex Math	Provide a computer-based math fact fluency building program for 1st - 5th grade students.
General Supplies	Provide general supplies for students and staff, such as copy paper, printer toner, laminating film, construction paper, etc.
Communities in Schools	Provide social service support and community wrap around services for families in crisis.
Parent Engagement Activities	Provide parent training, workshops, and resources through a campus-based Parent Support Specialist.

WIDÉN TÍTULO I PROGRAMA

Su formulario completo de Verificación de Ingresos ayuda a nuestra escuela a recibir fondos federales importantes para que nuestros estudiantes tengan una oportunidad justa, igual y significativa de obtener una educación de alta calidad.

Financiamiento y Programas

\$353,700

Especialista en Lectura	Proporcionar apoyo instructivo de alfabetización para estudiantes y maestros e intervenciones específicas.
Especialista en Comportamiento	Proporcionar apoyo social y emocional para los estudiantes con dificultades y ayudar a los maestros con estrategias de intervención de comportamiento.
Especialista en Matemáticas	Proporcionar apoyo de instrucción de matemáticas para estudiantes y maestros e intervenciones específicas.
Asistente de maestra	Proporcionar apoyo individual y en grupos pequeños para estudiantes en el programa de educación especial.
Consejero por hora PT	Asistir con el sistema del Equipo de Estudio de Niños para asegurar que los estudiantes tengan acceso a evaluaciones y programas especiales.
Alfabetización primero	Proporcione tutoriales individuales de alfabetización para estudiantes con dificultades académicos en K-2 grado.
Alfabetización a la vida	Proporcionar 12 semanas de programación basada en artes escénicas para fomentar las habilidades de alfabetización y escritura en 3er grado.
Maquina de copiar	Proporciona una copiadora de gran volumen para ejecutar copias de los programas de intervención.
Reflex Math	Proporcionar un programa de desarrollo de fluidez de hechos matemáticos basado en computadora para estudiantes de 1 - 5 grado.
Suministros generales	Proporcione suministros generales para los estudiantes y el personal, como papel de la copiadora, tóner de impresora, película de laminación, papel de construcción, etc.
Comunidades en las escuelas	Proporcionar servicios sociales de apoyo y servicios comunitarios para las familias en crisis.
Actividades de participación de padres	Proporcionar capacitación para padres, talleres y recursos a través de un especialista de apoyo para padres en el campus.

Income Verification Form

CONFIDENTIAL

Student Name _____ Student Grade _____ Student Date of Birth _____
School Name _____ Student ID _____

Austin ISD is required to collect and report the socioeconomic status of each student to the Texas Education Agency for purposes of the annual state accountability ratings and for federal reporting. Please note that this form is not sent to the Texas Education Agency and that the income levels indicated for your family are not reported to the Texas Education Agency. Only the Economic Disadvantaged status of each student as determined by the information provided is reported to the Texas Education Agency.

SECTION A

Do you receive Supplemental Nutrition Assistance (SNAP)? Yes No
Do you receive Temporary Assistance to Needy Families (TANF)? Yes No

If you answered YES on either of the above, skip SECTION B and continue to the SIGNATURE section.

SECTION B (Complete only if all answers in SECTION A are NO)

How many members are in the household (include all adults and children)? _____

TOTAL YEARLY INCOME BEFORE DEDUCTIONS OF ALL HOUSEHOLD MEMBERS (check one box below):
Include wages, salary, welfare payments, child support, alimony, pensions, Social Security, worker's compensation, unemployment and all other sources of income (*before any type of deductions*)

SIGNATURE Please check one of the following two boxes as appropriate.

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> \$0 – 22,311 | <input type="checkbox"/> \$45,510 – 53,243 | <input type="checkbox"/> \$76,442 – 84,175 | <input type="checkbox"/> \$107,374 – 115,107 |
| <input type="checkbox"/> \$22,311 – 30,044 | <input type="checkbox"/> \$53,243 – 60,976 | <input type="checkbox"/> \$84,175 – 91,908 | <input type="checkbox"/> \$115,107 – 122,840 |
| <input type="checkbox"/> \$30,044 – 37,777 | <input type="checkbox"/> \$60,976 – 68,709 | <input type="checkbox"/> \$91,908 – 99,641 | <input type="checkbox"/> \$122,840 – 130,573 |
| <input type="checkbox"/> \$37,777 – 45,510 | <input type="checkbox"/> \$68,709 – 76,442 | <input type="checkbox"/> \$99,641 – 107,374 | <input type="checkbox"/> \$130,573 and above |

accordance with the provisions of the Protection of Pupil Rights Amendment (PPRA) no student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, to submit to a survey, analysis, or evaluation that reveals information concerning income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior written consent of the adult student, parent or legal guardian.

I certify that all the information on this form is true and that all income is reported. I understand the school will receive federal funds and will be rated for accountability based on the information I provide.

I choose not to provide this information. I understand that the school's disbursement of federal funds and accountability rating may be affected by my choice.

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____

Date _____

Formulario de Verificación de Ingresos *CONFIDENCIAL*

Nombre _____ Grado _____ Fecha de nacimiento _____
del estudiante _____ del estudiante _____

Nombre de escuela _____ ID del estudiante _____

El Agencia de Educación de Texas (TEA) requiere que Austin ISD recolecta y reporta el estatus socioeconómico de cada alumno para la clasificación del estado anual de rendición de cuentas y para reportes federales. Tenga en cuenta que este formulario no se envía a la Agencia de Educación de Texas y que los niveles de ingresos para su familia no son reportados a la Agencia de Educación de Texas. Solo el estado económico desfavorecido de cada estudiante, según la información proporcionada, es reportado a la Agencia de Educación de Texas.

SECCIÓN A

Recibe Asistencia Nutricional Complementaria (SNAP)? Sí No
Recibe Asistencia Temporal a Familias Necesitadas (TANF)? Sí No

Si contestó Sí en cualquiera de las opciones en esta sección, omita la SECCION B y continúe con la sección FIRMA.

SECCIÓN B (Completa solamente si todas las respuestas en la SECCIÓN A son NO)

¿Cuántos miembros hay en el hogar (incluyendo adultos y niños)? _____

INGRESOS TOTAL ANUAL DE TODOS EN EL HOGAR ANTES DE DEDUCCIONES (marque una casilla):
Incluye sueldos, salarios, prestaciones sociales, pensión alimenticia, pensión, seguro social, compensación al trabajador, desempleo y otras fuentes de ingresos (antes de cualquier tipo de deducción)

<input type="checkbox"/> \$0 – 22,311	<input type="checkbox"/> \$45,510 – 53,243	<input type="checkbox"/> \$76,442 – 84,175	<input type="checkbox"/> \$107,374 – 115,107
<input type="checkbox"/> \$22,311 – 30,044	<input type="checkbox"/> \$53,243 – 60,976	<input type="checkbox"/> \$84,175 – 91,908	<input type="checkbox"/> \$115,107 – 122,840
<input type="checkbox"/> \$30,044 – 37,777	<input type="checkbox"/> \$60,976 – 68,709	<input type="checkbox"/> \$91,908 – 99,641	<input type="checkbox"/> \$122,840 – 130,573
<input type="checkbox"/> \$37,777 – 45,510	<input type="checkbox"/> \$68,709 – 76,442	<input type="checkbox"/> \$99,641 – 107,374	<input type="checkbox"/> \$130,573 and above

FIRMA Por favor marque una de las casillas siguientes, según corresponda.

De acuerdo con las provisiones del Protection of Pupil Rights Amendment (PPRA) ningún estudiante será requerido, como parte de cualquier programa financiado en total o parcial por el Departamento de Educación U.S., a someter a una encuesta, análisis o evaluación que revela información acerca de ingresos (fuera de lo requerido por la ley para determinar elegibilidad de participación en un programa o recibiendo asistencia financiera bajo dicho programa), sin el permiso escrito anteriormente del estudiante adulto, padre o tutor legal.

Certifico que toda la información en este formulario es verdadera y todos los ingresos han sido reportados. Entiendo que la escuela recibirá fondos federales y será calificado para la rendición de cuentas basada en la información que proveo.

Elijo no proveer esta información. Entiendo que el desembolso a la escuela de fondos federales y rendición de cuentas puede ser afectado según mi opción.

Padre/Tutor (Nombre deletreado) _____

Padre/Tutor Firma _____

Fecha _____



DISTRITO ESCOLAR INDEPENDIENTE
DE AUSTIN

Solicitud de membresía en el Consejo de Asesoría del Plantel

La ley estatal (Texas Education Code, §11.251) requiere que los distritos escolares establezcan Consejos de Asesoría de Planteles (CACs). La misión del CAC es promover excelencia en la educación para todos los estudiantes mediante una representación de base muy amplia. Los CAC ofrecen una aportación valiosa al planeamiento y las operaciones del plantel.

Sírvase darnos la siguiente información:

Plantel al que desea representar:

Su nombre:

Su dirección:

Su teléfono(s) durante el día:

Su dirección de e-mail:

Categoría de membresía aplicable (sírvase notar las restricciones estatutorias):

- Padre/madre de un niño(a) en el plantel antes especificado
(no empleado de AISD)
- Representante de la comunidad
(no empleado de AISD; no padre/madre de un niño(a) en escuela de AISD; al menos de 18 años de edad)
- Representante de negocios
(no empleado de AISD)

Servicio al Distrito, actual o previo (sírvase marcar cualquiera de los siguientes que se aplique):

- Consejo de Asesoría de Plantel
- PTA/PTO
- Voluntario, tutor o mentor
- Comité o Equipo especial, a nivel de Distrito
- Otro (sírvase describirlo):

Sírvase declarar brevemente por qué querría prestar servicio en el Consejo de Asesoría del Plantel (use el reverso de esta página si es necesario):

Tengo entendido que:

- El CAC se reunirá al menos ocho veces durante el año escolar
- La membresía en el CAC es un compromiso por dos años (a menos que se esté cubriendo un término parcial)
- Se espera que yo haga cualquier esfuerzo razonable por asistir a las juntas del CAC
- El CAC es un grupo asesor, y el director tiene la autoridad para tomar la decisión final para el plantel.

Su firma:

Fecha:

Sírvase entregar esta forma completa a la oficina de su escuela



**Austin Independent School District
Standard Application Form for Service on Campus Advisory Bodies (CACs)**

If you are completing this form electronically, please click on the gray text fields and type in text where requested, or click on the gray check boxes that are applicable and an "X" will appear. The form will expand as text is entered.

If you are completing this form by hand, please print all information.

For more information on CACs, including CAC bylaws: <http://www.austinisd.org/advisory-bodies/cac>

Date:

Your Name:

Your Primary Residence

Street Address:

City:

Zip Code:

Preferred Email Address:

Preferred Daytime Telephone Number:

Name of School (CAC on Which You Wish to Serve):

The following CAC membership criteria apply:

- Parents must live within the district, and must be a custodial parent or guardian of a student currently enrolled in the school indicated above. Parents may not also be AISD employees.*
- Community members must live within the district. Community members may not also be parents or AISD employees, and must be at least 18 years of age.*
- Business representatives need not live or work within the district. Business representatives may also be parents.*

Based on the above criteria, please select one of the following CAC membership categories:

- I am a Parent
 I am a Community Member
 I am a Business Representative

Please describe any current or previous school-related service (e.g., district-level committee, CAC, PTA, volunteer, tutor, mentor):

Please describe any other current or previous community service:

AISD recognizes and supports the concept of balanced representation in regard to filling vacancies on district advisory bodies. To this end, every effort is made to appoint members who represent the diversity of our community. **Please provide the following information about yourself:**

Gender:

Ethnicity:

Please describe why you are interested in serving on the CAC you indicated:

Although not required, you are encouraged to attach written references to this form in support of your membership. I have attached the following number of written references to this form:

Please acknowledge that you understand each of the following :

- Submittal of this application does not in itself guarantee CAC membership, but my application will be considered
- The CAC meets at least eight times during the school year
- CAC membership is a two-year commitment (unless serving a partial term)
- If accepted, I am expected to comply with CAC bylaws, including reasonably regular attendance and member conduct
- The CAC is an advisory body, and the principal has ultimate decision-making authority for the campus

PLEASE SUBMIT THIS COMPLETED FORM DIRECTLY TO THE CAMPUS OFFICE

Input / Comment Form

Widen Elementary ~ Targeted Improvement Plan 2018-19

Meeting Information: CAC and Public Meeting, September 20, 2018, 3:30 p.m.
Widen Elementary Library

Purpose

The purpose of this form is to solicit input from the Widen Elementary CAC, staff, and community members on the development of the Targeted Improvement Plan (TIP) that is being drafted for implementation in the 2018-19 school year.

A Targeted Improvement Plan is an intensive intervention plan consisting of strategies and goals to improve the academic outcomes of a school as measured through the state accountability system.

Your Name: _____

Your Role: (parent, community member, teacher, etc.): _____

Your comments and suggestions:
