

# Joslin Elementary School

## Campus Improvement Plan

### 2020/2021

*The Coolest School in South Austin*



**JOSLIN**  
**ELEMENTARY SCHOOL**  
**AUSTIN** Independent School District

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## **Campus Mission**

Welcome to Joslin Elementary School where we focus on teaching and learning. We believe that everyone has the potential to learn and intrinsic motivation and positive attitudes occur when students engage in connected meaningful experiences. Our mission is to work together with our community to ensure a fair and safe environment where every student will demonstrate individual growth, development, and academic success through a balanced educational program that incorporates best practices in instruction.

## **Campus Vision**

All students will actualize their academic potential and have the opportunity to become trilingual, biliterate, and multicultural through our Mandarin Foreign Language in Elementary Schools, Mandarin Immersion, and Spanish Dual Language programs.

## **Campus Values**

- Respect - Respeto - jìng ài
- Perseverance - Perseverancia - yì lì
- Integrity - Integridad - zhèng zhí
- Curiosity - Curiosidad - hào qí
- Courage - Valentía - yong q
- Responsibility - Responsabilidad - zé rèn

## **Texas Public Education Mission Statement**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

## **Austin Independent School District Mission**

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

longitudinal actual/projected campus enrollment  
longitudinal building utilization  
longitudinal in/out transfers

### Demographics Strengths

Considering COVID-19 pandemic, our enrollment in the language pathway grade levels have increased. Specifically, our enrollment in kindergarten increased from 41 to 50 and from 35 to 37 in first grade.

We have increase the diversity of the campus. For example, our Asian population is doubled from 1.5% in 2019-2020 school year to 3% in the current school year.

We also have an increase in the student population who is identified as gifted and talented, which increased from 5% last school year to 6% in the current school year.

### Demographics Weaknesses

During the COVID-19 pandemic, elementary schools in AISD have observed an average of 10% decrease in enrollment. At Joslin, we are seeing 11% decrease in enrollment from last school year.

Additionally, we have to temporarily freeze our PK3 program due to the low enrollment before school year started.

Although the percentage of students identified in GT increased from 5% to 6%, we still need to meet the 8% district goal that is set for Hispanic (4.8%) and African American students (7.1%).

### Demographics Needs

Besides kindergarten and 1st grade where different language pathways are offered, we need to focus on bringing in more students, especially in PK3 and PK4.

# Comprehensive Needs Assessment

## Demographics Needs (Continued)

We also need to change our practice to identify Hispanic and African American students for gifted and talented education (GATE).

## Demographics Summary

While we are increasing the diversity at Joslin and bringing more students in the grade levels where new language pathways are offered, we need to actively recruit new students in all other grade levels, especially in PK3 and PK4. We also need to review our GT referral process to ensure all potentially eligible Hispanic and African American students are referred.

## Student Achievement

### Student Achievement Data Sources

MOY disaggregated by grade, subj., & stud. grp.

Short Cycle Assessments disaggregated by stud. grp

STAAR disaggregated by subj., grade, & stud. grp.

### Student Achievement Strengths

The percentage of all students in grades 1 and 2 who are reading on or above grade level (measured by MAP Growth) increased from 50% in September to 57% in January.

The percentage of 3rd grade students attaining the "Meets" Grade Level standards on Reading Assessment increased from 30% in 1st 9-weeks to 51% in 2nd 9-weeks.

The percentage of 4th grade students attaining the "Meets" Grade Level standards on Reading Assessment increased from 20% in 1st 9-weeks to 50% in 2nd 9-weeks.

The percentage of Hispanic students in 3rd to 5th grade attaining the "Meets" Grade Level standards on Reading Assessment increased from 31% in 1st 9-weeks to 47% in 2nd 9-weeks.

The percentage of Economically Disadvantaged students in 3rd to 5th grade attaining the "Meets" Grade Level standards on Reading Assessment increased from 38% in 1st 9-weeks to 54% in 2nd 9-weeks.

The percentage of 3rd grade students attaining the "Meets" Grade Level standards on Math Assessment increased from 24% in 1st 9-weeks to 39% in 2nd 9-weeks.

# Comprehensive Needs Assessment

## Student Achievement Weaknesses

The percentage of 5th grade students attaining the "Meets" Grade Level standards on Reading Assessment decreased from 70% in 1st 9-weeks to 61% in 2nd 9-weeks.

The percentage of 4th grade students attaining the "Meets" Grade Level standards on Math Assessment decreased from 10% in 1st 9-weeks to 7% in 2nd 9-weeks.

The percentage of 5th grade students attaining the "Meets" Grade Level standards on Math Assessment stayed the same from 1st 9-weeks to 2nd 9-weeks at 39%.

The percentage of Hispanic students attaining the "Meets" Grade Level standards on Math Assessment stayed the same from 1st 9-weeks to 2nd 9-weeks at 19%.

The percentage of Economically Disadvantaged students attaining the "Meets" Grade Level standards on Math Assessment stayed the same from 1st 9-weeks to 2nd 9-weeks at 25%.

We do not have enough African American students to form an individually accountable cell.

## Student Achievement Needs

We need to increase the percentage of 5th grade students attaining the "Meets" Grade Level standards on Reading Assessment and all students, besides 3rd graders, on Math Assessment. We also need to focus on Comprehensive Input for our Emerging Bilingual students so that all language inputs in the classrooms are at the right level.

## Student Achievement Summary

Our students made steady progress in 1st grade and 2nd grade reading. However, we need to focus on the progress of student achievement in Reading and Math in all STAAR grade levels and the language inputs for our Emerging Bilingual students.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

District Family Survey results  
Student Survey results

### School Culture and Climate Strengths

#### Student Climate Survey:

Students at this school treat teachers with respect: 80% in 2019 to 89% in 2020.

My classmates show respect to each other: 75% in 2019 to 92% in 2020.

#### Staff TELL Survey:

For School Leadership we see an increase from 87% approval in 2019 to 96% in 2020.

For Principal Leadership we see an increase from 81% approval in 2019 to 95% in 2020 (95% is higher than the district elementary average of 89%).

### School Culture and Climate Weaknesses

#### Student Climate Survey:

At my school, there is respect for students who speak languages other than English: 96% in 2019 to 91% in 2020.

Students at my school are bullied: 56% in 2019 to 66% in 2020 (compared to 39% with other elementary schools in the district)

#### Staff TELL Survey:

There was a shift in the questions used for the survey from the 2019 version to the 2020 version. We will be focusing on the Teacher Data Use questions for this section.

Although we see an increase in the overall approval/satisfaction levels 60% in 2019 to 69% in 2020, there is still room for growth in this category. The two questions in this

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses (Continued)

category that showed a minimal increase were "Discuss assessment data for individual students" and "Discuss your department/team's professional development needs and goals." These areas of teacher concern will be strategically addressed through PLC's.

## School Culture and Climate Needs

Student perceptions of respect and bullying can be addressed through our intentional character education lessons. This year character education lessons will look different due to the pandemic, but they will still be incorporated into our morning assemblies/morning circles.

Teachers and staff will continue to embrace in identifying and managing implicit biases so that we can create a non-bias learning environment for all of our students. Opportunity to expand the learning experience to parents is also encouraged.

Teachers are communicating (through the survey results) that they want more exposure to data use. They want to have more discussions related to assessment data for individual students and they want to discuss their department/team's professional development needs and goals more frequently. These areas of teacher concern will be strategically addressed through PLC's.

The administration can be more intentional in the way we structure PLC's and hold our data digs. We can incorporate more activities that pertain to goal-setting and assessment analysis for the lower grade levels.

## School Culture and Climate Summary

With the leadership at Joslin, there are positive gains in campus culture from students and teachers' perspectives. However, teachers, especially in the primary grades, expressed the desire to be involved in data use and analysis process. While teachers reported a positive gain in discipline, student perceptions indicated that we need to continuously establish positive school culture and climate.

# Staff Quality, Recruitment and Retention

## Staff Quality, Recruitment and Retention Data Sources

Staff (TELL) Survey results

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths

Except 2 classroom teachers, all teachers and staff chose to stay at Joslin. We have added three new teachers for our new language pathways. With the new TEA School Action Fund grant, we are able to maintain our full-time assistant principal, School Improvement Facilitator (100%), and Administrator Supervisor-Projector Manager (50%).

## Staff Quality, Recruitment and Retention Weaknesses

Both of our 4th grade teachers were new to Joslin for the 2019-2020 school year. Unfortunately, we had to replace both of them in the fall semester due to personal reasons. Campus culture and student achievement were impacted but gradually recovered.

## Staff Quality, Recruitment and Retention Needs

Continue to listen to the needs of current teachers and staff and provide support as needed. Interview and offer positions to candidates who understand the needs of Joslin and are committed to stay.

## Staff Quality, Recruitment and Retention Summary

Continue to listen to the needs of teachers and staff so that appropriate support can be provided. Recruit teachers and staff who understand the needs of Joslin and are committed to stay.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

MOY disaggregated by grade, subj., & stud. grp.  
Short Cycle Assessments disaggregated by stud. grp  
STAAR disaggregated by subj., grade, & stud. grp.

## Curriculum, Instruction and Assessment Strengths



# Comprehensive Needs Assessment

- Follow Effective School Frameworks and AISD pacing calendar
- Reading focus on phonics, vocabulary, fluency, and comprehension
- Math focus on numerical fluency and problem solving
- Create blended learning experiences via AISD BLEND and Seesaw
- Follow "I Do, We Do, You Do" model during instruction to gradually release learning responsibilities to students
- Weekly instructional rounds to identify evidences of implementation and areas to improve
- Focus on strong first teach and provide individualized intervention to support students
- Bi-Weekly Vertical Team PLC to align instructional strategies across grade levels, including AVID strategies at the primary grades
- Weekly assessment aligned to STAAR released questions
- Continue the implementation of Data Folders in STAAR grade levels and introduce Data Folders to primary grade levels

## Curriculum, Instruction and Assessment Weaknesses

- Turn in lesson plans without reminders
- Implementation initiative with fidelity in individual classrooms
- Continue to use various strategies to check for understanding and provide scaffolded support
- Create differentiated instruction to support all students (including, SpEd, Emerging Bilinguals, GT)

## Curriculum, Instruction and Assessment Needs

Due to COVID-19 pandemic, more time is allocated to personal hygiene and enforcing social distancing. Our teachers need to management time more effectively. Since face-to-face instruction and virtual learning will occur at the same time, our teachers need to be more confident in technology to shift between virtual learning and face-to-face instruction.

## Curriculum, Instruction and Assessment Summary

Effective School Framework will continue to guide our instruction. We will continue to implement the initiatives in STAAR grade levels and expand to primary grade levels. Teachers will require support from campus and district for the transitions between face-to-face instruction and virtual learning.

# Family and Community Involvement

## Family and Community Involvement Data Sources

# Comprehensive Needs Assessment

District Family Survey results  
SEL Implementation Survey results

## Family and Community Involvement Strengths

According to the 2020 Family Survey Report, 100% of the Joslin community feel that that the leadership treat the community members in a courteous and respectful manner.

According to the 2020 Family Survey Report, 99% of the Joslin community feel that that the counselor and teachers treat the community members in a courteous and respectful manner.

According to the 2020 Family Survey Report, 98% of the Joslin community feel that that the office staff treat the community members in a courteous and respectful manner.

## Family and Community Involvement Weaknesses

According to the 2020 Family Survey Report, 54% of the Joslin community feel that it is difficult to participate in school events because they conflict with work hours.

According to the 2020 Family Survey Report, 89% of the Joslin community feel that students treat each other with respect.

## Family and Community Involvement Needs

The campus leadership will create more opportunities for community engagement during non work hours.

The campus staff and students will continue to embrace in character education and the campus expectations will be revisited to reflect a common protocol and language.

## Family and Community Involvement Summary

The campus leadership will review and revise their school calendars to reflect more opportunities for family engagement during non working hours.

The campus staff will revisit and reteach Character education during the morning assembly to the students and classroom restorative circles. The staff will also create real life opportunities to practice the pillars of character with student peers.

# Comprehensive Needs Assessment

## Technology

### Technology Data Sources

Staff (TELL) Survey results

### Technology Strengths

All teachers have access to internet services and devices to provide virtual learning.

All students either have personal or AISD devices to access to internet and virtual learning.

### Technology Weaknesses

Teachers need continuous support to create engaging lessons in BLEND or Seesaw.

Teachers need continuous support to trouble shoot on their own or to support families.

Students and parents need continuous support to trouble-shoot on their own.

### Technology Needs

The continuous support in creating engaging virtual learning lessons is necessary for teachers. Both teachers and students/parents need support to be able to trouble-shoot independently.

### Technology Summary

Our teachers and students have the means to access to virtual learnings. However, they need the tools to create effective lessons and trouble-shoot independently.

# Joslin Elementary School

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

**Objective 1.** (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and communicate clear, written and transparent roles and responsibilities for campus instructional leaders including specific responsibilities in leadership meetings. Core leadership tasks will be communicated and shared with staff. (Target Group: All) (Strategic Priorities: 1)	Campus Leadership Team	September 2020		Criteria: Roles and responsibilities chart, Staff meeting agenda and next steps resulting from the meeting  12/14/20 - Completed (S)
2. Create weekly calendars and a common agenda for observations, instructional rounds for leadership team and specific role of each leadership individual participating. (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Leadership Team	On-going		Criteria: Leadership team weekly calendars, agenda, and action steps  06/04/21 - Completed (S) 12/14/20 - On Track
3. Develop instructional rounds protocols for classroom observations to measure the implementation of campus wide instructional strategies, including AVID. Followed by debriefs with leadership team and then teachers in team meetings. (Target Group: All) (Strategic Priorities: 2,4)	Campus Leadership Team	September 2020		Criteria: Instructional rounds protocol, walk-through form, team meeting agenda and action plan  06/04/21 - Completed (S) 12/14/20 - On Track

# Joslin Elementary School

**Goal 2.** (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

**Objective 1.** (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly instructional round to visit the classrooms from prekindergarten to 5th grade classrooms and provide specific instructional feedback (using campus-made instructional round observation form) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Administrators	On going		Criteria: 90% of the teachers performed satisfactory on the instructional round observation form.  06/04/21 - Some Progress (S) 12/15/20 - Some Progress
2. Each student has data folder to include: - current levels in math & reading - achievable goals - strategies to achieve the goals (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team, Teachers	on going		Criteria: 90% of the students are able to show their data folders (Kinder to 1st grade) or explain their data folders (2nd to 5th grade).  06/04/21 - Completed 12/15/20 - On Track
3. Implementing "Estrellita", "Really Great Reading", and "Heggerty" programs in prekindergarten to 2nd grade (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 4)	Teachers	on going	(O)Other - \$8,000	Criteria: 80% of the students will perform at a satisfactory level measured by the programs.  06/04/21 - Completed (S) 12/15/20 - On Track
4. The classroom teachers will introduce a lesson per week. New vocabulary will be reviewed regularly (e.g., listed on the word wall). Students are encouraged to integrate the new vocabulary in writing or other content areas. (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Instructional Leadership Team, Teachers	on going	(O)Other - \$2,275	Criteria: 80% students will be able to apply the new vocabulary in writing or other content areas.  06/04/21 - Completed 12/16/20 - On Track
5. Integrate language acquisition with content areas for students in the Mandarin Immersion pathways (Target Group: K,1st) (Strategic Priorities: 4)	Academic Leadership Team, Principal, Teachers	on-going		Criteria: By the end of 20-21 school year, 70% of kindergarten and 1st grade students in the Mandarin immersion pathway will reach the AISD Foreign Language Immersion Proficiency target.  06/04/21 - Completed (S)

# Joslin Elementary School

**Goal 2.** (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

**Objective 1.** (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				12/15/20 - On Track
6. Integrate language acquisition with content areas for students in the Spanish DL pathways and other grade levels (Target Group: LEP) (Strategic Priorities: 4)	Academic Leadership Team, Administrators, Teachers	on-going		Criteria: The percentage of ELL students in 1st to 5th grade that reach a proficiency level of Advanced High or 1 Year Composite progress as measured through TELPAS will increase from 49% to 60%.  06/04/21 - Completed (S) 12/15/20 - On Track

# Joslin Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Refine lesson plan template to include essential actions for effective instruction and set expectations for submitting daily lesson plans. Lesson planning template will include clear objectives, opening activities, time allotments, differentiation, formative assessment and use of campus based instructional initiatives. (Target Group: All)	AVID Team, Campus Leadership Team	September 2019		Criteria: Refine lesson plan template to include essential actions for effective instruction and set expectations for submitting daily lesson plans. Lesson planning template will include clear objectives, opening activities, time allotments, differentiation, formative assessment and use of campus based instructional initiatives.  06/04/21 - Completed (S) 11/13/20 - On Track
2. Create a form to monitor completion of lesson plans and revisions. (Target Group: All)	Campus Leadership Team, Teachers	September 2020		Criteria: Lesson plan submission form completed each week  11/13/20 - Completed
3. Identify teachers in need of additional support in lesson planning, instruction, classroom management and data analysis to provide customized support. (Target Group: All)	Campus Leadership Team	September 2020		Criteria: Post Instructional Round conference minutes  06/04/21 - Completed (S) 11/13/20 - On Track
4. Collaborate and inform teachers of the targeted learning objectives based on Weekly AISD Student Learning Expectations aligned to TEKS. (Target Group: All)	AVID Team, Campus Leadership Team	September 2019		Criteria: Weekly communication minutes  11/13/20 - Discontinued 11/13/20 - On Track
5. Cycle 2: Provide customized support to teachers who are identified as in need of additional support in lesson planning, instruction, classroom management and data analysis. Assist teachers with attaining needed professional learning. (Target Group: All)	Campus Leadership Team	February 2020		Criteria: PPfT  11/13/20 - Discontinued 11/13/20 - On Track
6. Cycle 2: Collaborate with teachers on the	AVID Team, Campus	February 2020		Criteria: PLC Meeting Minutes,

# Joslin Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 1.** (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
targeted learning objectives based on the Weekly AISD Student Learning Expectations aligned to TEKS and identify the corrective actions to address student needs. (Target Group: All)	Leadership Team			Weekly Data Dig Document (frequently tested TEKS) & Data Folders  11/13/20 - Discontinued 11/13/20 - On Track
7. Cycle 3: Continue to provide customized support to teachers who are identified as in need of additional support in lesson planning, instruction, classroom management and data analysis. If it is needed, a formal prescribed plan will be developed for the teacher in need of assistance. (Target Group: All)	Campus Leadership Team, Human Resources	May 2020		Criteria: PPfT & Intervention Plan  06/04/21 - Completed 11/13/20 - On Track
8. Cycle 3: Collaborate with teachers on the targeted learning objectives based on student needs and provide differentiated support (e.g., new student groups). (Target Group: All)	AVID Team, Campus Leadership Team	May 2020		Criteria: PLC Meeting Minutes, Weekly Data Dig Document(frequently tested TEKS) & Data Folders  06/04/21 - Completed 11/13/20 - On Track



# Joslin Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create and implement student data folders based on power standards from the STAAR frequency distribution chart. (Target Group: 3rd,4th,5th)	Campus Leadership Team	September 2020		Criteria: Data folders 11/13/20 - Completed
2. Create and implement teacher data analysis and corrective instruction planning process for grades 3rd to 5th. (Target Group: 3rd,4th,5th)	Campus Leadership Team, Teachers	September 2019		Criteria: Weekly Assessment Data Sheet (reading, math, writing, science) 11/13/20 - Completed
3. Collect and Review the data sheet as well as the followup action steps. Assessment reflection questions will be provided as part of the form. (Target Group: 3rd,4th,5th)	Campus Leadership Team, Teachers	September 2019		Criteria: Weekly Assessment Data Sheet (reading, math, writing, science) 11/13/20 - Completed
4. Create an assessment calendar that specifies the frequency of common assessments and approved/vetted item banks. (Target Group: All)	Campus Leadership Team	September 2020		Criteria: Calendar provided and implemented 11/13/20 - Completed
5. Analyze common assessments, district benchmarks, ISIP data, and numeracy two times per month at leadership team meetings. (Target Group: All)	Campus Leadership Team	September 2019 - ongoing		Criteria: Meeting notes with next steps or adjustments required based on review of data 11/13/20 - Completed
6. Cycle 2: Replicate effective student data folders on campus to align practice across grade levels from 3rd to 5th grades. (Target Group: 3rd,4th,5th)	Campus Leadership Team, Teachers	February 2020		Criteria: Student Data Folders 11/13/20 - Completed
7. Cycle 2: Teachers identify corrective actions based on the data collection sheet each week. (Target Group: 3rd,4th,5th)	Campus Leadership Team, Teachers	February 2020		Criteria: Weekly Data Dig Document 11/13/20 - Completed
8. Cycle 2: Review progress in common assessments, district benchmarks, and ISIP data with teachers. Make instructional	Campus Leadership Team, Teachers	February 2020		Criteria: Campus Data Dig Exercise

# Joslin Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 2.** (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
adjustments as needed. (Target Group: All)				11/13/20 - Completed
9. Cycle 3: Students use their data folders to lead spring parent-teacher conferences. (Target Group: 3rd,4th,5th)	Campus Leadership Team, Teachers	May 2020		Criteria: Student Data Folders 06/04/21 - Completed (S) 11/13/20 - On Track
10. Cycle 3: Teachers form student interventions groups to address corrective actions to move them to the next performance level. (Target Group: 3rd,4th,5th)	Campus Leadership Team, Teachers	May 2020		Criteria: Weekly Data Dig Document 06/04/21 - Completed (S) 11/13/20 - On Track
11. Cycle 3: Review progress in common assessments, district benchmarks, and ISIP data with teachers. When it is needed, make instructional adjustments or bring in additional instructional support (e.g., tutor). (Target Group: 3rd,4th,5th)	Campus Leadership Team, Teachers	May 2020		Criteria: Campus Data Dig Exercise 06/04/21 - Completed (S) 11/13/20 - On Track

# Joslin Elementary School

**Goal 3.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

**Objective 3.** (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The classroom teachers will teach and reinforce AVID strategies in content areas (Math, Reading, and Writing). (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	AVID Team, Instructional Leadership Team, Teachers	on going		Criteria: 80% of students will show AVID strategies in math (WINDOW), reading (TARGET), and writing (ARMS & CUPS) assignments and assessments.  06/04/21 - Completed (S) 12/15/20 - On Track

# Joslin Elementary School

**Goal 4.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 1.** (Targeted Utilization Plans) Targeted Utilization Plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will collaborate with AISD Marketing Department to promote our campus to recapture the loss of the students due to COVID-19. (Target Group: All) (Strategic Priorities: 4)	Administrators, Community School Facilitator, Instructional Leadership Team, Teachers	on going		Criteria: By the end of the 20-21 school year, we will recover at least 50% of the student loss due to COVID-19.  06/04/21 - Completed (S) 12/15/20 - On Track

# Joslin Elementary School

**Goal 5.** (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

**Objective 1.** (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will review the Hispanic or African American students who are not identified as GT and refer the students who might be eligible for screening. (Target Group: H,AA) (Strategic Priorities: 4)	GT Advocate, Teachers	September & October		Criteria: Teacher will review the information of 100% of the Hispanic and African American students who are not identified as GT.  12/15/20 - Completed (S)

# Joslin Elementary School

**Goal 6.** (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

**Objective 1.** (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Equip teachers and staff the tools to promote AntiRacism throughout the school year. (Target Group: All) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team, Teacher Assistants, Teachers	on going	(O)Other - \$3,600	Criteria: 80% of the teachers and staff will report confident on a self-assessment on promoting AntiRacism.  06/04/21 - Completed (S) 12/15/20 - On Track

## SY 20-21 CIP Developers List

Name	Position
Chang, Chaolin	Principal
Ortiz, Bobbie	Administrative Supervisor/Project Manager
Olano, Leyla	Campus Administrator
Weitekamp, Emily	Teacher
Branch, Sandra	Teacher
Sisson, Joann	PTA President
Richey, Mandi	CAC-CoChair (non-staff)

Subject	ALL Students				African American				Hispanic			
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
Reading	74	55%	35%	26%	*	*	*	*	40	40%	15%	10%
Math	74	30%	14%	4%	*	*	*	*	40	13%	8%	<1
Science	18	28%	6%	6%	*	*	*	*	10	10%	<1	<1
Writing	28	29%	11%	4%	*	*	*	*	12	17%	8%	8%

### Instructions

Input data from performance reports into the cells above



White				EcD				LEP				
# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests
26	77%	58%	38%	47	45%	19%	13%	20	50%	35%	25%	22
26	46%	27%	12%	47	15%	4%	<1	20	25%	10%	<1	22
7	43%	14%	14%	13	23%	<1	<1	6	33%	<1	<1	7
11	45%	18%	<1	18	17%	<1	<1	7	43%	14%	14%	7

SPED		
APP	Meets	Masters
23%	5%	<1
5%	<1	<1
<1	<1	<1
14%	<1	<1

## Results for MOY (STAAR Released) Assessments

Subject	Perf. Level	TIP Student Data Tab
Reading	% App	55%
	%Meets	35%
	%Mst	26%
Math	% App	30%
	%Meets	14%
	%Mst	4%
Science	% App	28%
	%Meets	6%
	%Mst	6%
Writing	% App	29%
	%Meets	11%
	%Mst	4%

### Domain 1 Estimator

Total Approaches	Total Meets	Total Masters	DOMAIN 1 Raw Score
39%	21%	13%	24

Domain 3 SCA Estimates  
Academic Achievement and Student Success Only

Academic Achievement	<b>ELA</b>	All	AA	His	Wh	EcoD	EL	SpEd	Total Met	Total Eligible
	# Total Tests	74	*	40	26	47	20	22		
	Score	35%	*	15%	58%	19%	35%	5%		
	Target	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>33%</b>	<b>29%</b>	<b>19%</b>		
	Met Target	N		N	N	N	Y	N	<b>1</b>	<b>6</b>
	-----									
	<b>Math</b>	All	AA	His	Wh	EcoD	EL	SpEd		
	# Total Tests	74	*	40	26	47	20	22		
	Score	14%	*	8%	27%	4%	10%	<1		
	Target	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>		
	Met Target	N		N	N	N	N	Y	<b>1</b>	<b>6</b>
<b>Total</b>									<b>2</b>	<b>12</b>

Student Success		All	AA	His	Wh	EcoD	EL	SpEd	Total Met	Total Evaluated
	# Total Tests	194	0	102	70	125	53	58		
	Score	24%	#DIV/0!	13%	38%	14%	23%	5%		
	Target	47%	36%	41%	58%	38%	37%	23%		
	Met Target	N		N	N	N	N	N	0	6
	Total									0