

JOSLIN EL

Campus Improvement Plan 2021-2022

2021/2022

The Coolest School in South Austin



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Date Reviewed:

Date Approved:

Campus Mission

At Jerry Joslin, we believe that everyone can learn. The intrinsic motivation and positive attitudes occur when students engage in connected and meaningful learning experiences. We work together with our community to ensure a equitable and safe learning environment where everyone will demonstrate personal growth and achieve academic success through a balanced educational program that incorporates best practices in instruction.

Campus Vision

All students will actualize their potential academically, develop appropriate sociocultural competence, and be on track to become bilingual (or trilingual) through our Mandarin Foreign Language in Elementary Schools (FLES) or 2-way Dual Language (DL) pathways in Spanish and/or Mandarin.

Campus Values

Respect Perseverance Integrity Curiosity Courage Responsibility
Respeto Perseverancia Integridad Curiosidad Valentía Responsabilidad
jìng àiyì lì zhèng zhí hào qí yǒng qì zé rén

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

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

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

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

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

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

JOSLIN EL

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

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

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|------------|-----------|--|
| 1. (5) Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, PE Teacher, School Improvement Facilitator, SEL Campus Coordinator, Teachers | each month | | Criteria: Achieve at least 70% in all areas at the end-of-year Coordinated School Health Survey 10/29/21 - No Progress |
| 2. (5) Add Whole Child, Every Child to communication opportunities such as PTA meetings, websites, and family nights. (Title I SW Elements: 1.1,2.1,2.3,2.6) (Target Group: H,AA,ECD,LEP) (Strategic Priorities: 2,4) | Administrators, PE Teacher, School Improvement Facilitator, SEL Campus Coordinator | on going | | Criteria: Communication of opportunities posted on the website for each PTA meeting and family nights 10/29/21 - On Track |
| 3. (5) Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, School Improvement Facilitator, SEL Campus Coordinator | Monthly | | Criteria: Collect monthly meeting agenda and meeting minutes 10/29/21 - On Track |

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

Objective 2. (Community Engagement) SMART Goal: By December 2021, the campus will maintain required Campus Advisory Council membership including one business representative and one community representative, who regularly work with individuals at risk, so that they can provide advices from equitable lens.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|--|----------|-----------|---|
| 1. (5) Hold at least 8 regular Campus Advisory Council meetings each year. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, CAC Members, PTA President, School Improvement Facilitator, Teacher Assistants, Teachers | on going | | Criteria: Monthly CAC meeting agenda and meeting minutes are posted on campus webpage 10/29/21 - On Track |
| 2. (5) Keep Campus Advisory Council meeting minutes available and accessible upon request. (Title I SW Elements: 2.1,2.2,2.3,2.4,3.1) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, CAC Members, School Improvement Facilitator | on going | | Criteria: Monthly meeting minutes are posted on campus webpage after approved by the CAC committee. Hard copies will be provided within 24 hours upon request is received. 10/29/21 - On Track |
| 3. (5) Create a Campus Advisory Council webpage to post agendas, minutes, meeting schedule, and announcements. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4) | Bookkeeper, CAC Members, Principal, School Improvement Facilitator | monthly | | Criteria: The information is posted on campus CAC webpage monthly, including agenda (4 days prior to the meeting), minutes (after approved by the committee), meeting schedule, and announcements. 10/29/21 - On Track |

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

Objective 3. (Social and Emotional School Climate) SMART Goal: By the end of SY 21-22, the campus will participate in the implementation of the 3 signature SEL practices to ensure justice and equity to all students, especially students who are traditionally marginalized.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|--------------|-------------------------------|---|
| 1. (1, 2, 4, 6) Implement "Peace Areas" throughout the campus and construct a model in the office to share what is being used in the classroom and can be used at home. (Title I SW Elements: 2.1,2.3,2.5,2.6,3.1) (Target Group: H,AA,ECD,LEP,SPED,AtRisk,Dys) (Strategic Priorities: 2,4) | Administrators, Counselor, SEL Committee, Teacher Assistants, Teachers | October 2021 | | Criteria: By the end of October 2021, all classroom and the front office will have a clearly defined "Peace Area" that is visible and labeled in English, Spanish and/or Mandarin. The office "Peace Area" example will also be posted on campus website. 10/13/21 - Completed |
| 2. (1, 2, 4, 6) Engage our campus community in No Place for Hate activities annually. -Student Pawsitive Video Announcements (monthly) -One School, one book (January 2022 to March 2022) - "The Kindness Book" by Todd Parr, Student Council Play, The Kindness Challenge -Empathy Interviews (November 2021 to March 2022) - learning from others' perspectives (Title I SW Elements: 2.1,2.2,2.3,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, Counselor, Parents, SEL Committee, Students, Teacher Assistants, Teachers | on going | (S)School Action Grant - \$30 | Criteria: Submit the application by October 22, 2021 and complete the activities by April 15, 2022. 10/29/21 - On Track |
| 3. (1, 2, 4, 6) Organize and incorporate student agency, a.k.a. student council, in campus systems and structures, including taking the lead in No Place for Hate activities. (Title I SW Elements: 2.1,2.2,2.3,2.5,2.6) (Target Group: 4th,5th) (Strategic Priorities: 2,4) | Administrators, Counselor, Students, Teachers | weekly | | Criteria: Create weekly student council meeting "missions" to include the No Place for Hate activities 10/29/21 - On Track |

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) SMART goal: By the end of September 2021, teachers design objective-driven daily lesson plans with differentiated learning activities and formative assessments based on high leverage TEKS to support campus gap groups, including Hispanic, Emerging Bilingual, and Economically Disadvantaged groups.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|-----------|-----------|--|
| 1. (1, 3, 6) Design of learning experiences include intentional use of blended learning models that include the intentional use of offline and online activities to support learning goals and student needs, including time for small groups and one-on-one or individualized learning with the teacher. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,H,ECD,LEP) (Strategic Priorities: 1,2,3,4) | Administrators, Intervention Staff, Music & Art Staff, PE Teacher, Special Education Staff, Teachers | weekly | | Criteria: Teachers create and submit weekly lesson plans to campus google drive based on district's Blueprint 2.0 and collaborate with intervention staff to plan for guided intervention during intervention blocks. 10/29/21 - On Track |
| 2. (1, 3, 6) Support the use of district curriculum, lessons, and resources to plan for TEKS-aligned, student-centered, differentiated instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,H,ECD,LEP) (Strategic Priorities: 1,2,3,4) | Administrators, Intervention Staff, Music & Art Staff, PE Teacher, Special Education Staff, Teachers | bi-weekly | | Criteria: Teachers create their lesson plans and update the BLEND pages weekly based on district's Blueprint 2.0. 10/29/21 - On Track |
| 3. (1, 3, 4, 5, 6) Ensure staff are utilizing the homeroom and advisory activities provided by SEL and CP&I. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All,H,ECD,LEP) (Strategic Priorities: 1,2,3,4) | Administrators, Counselor, SEL Campus Coordinator, Teachers | daily | | Criteria: All teachers will conduct class meetings each morning with their homeroom students during the scheduled time as shown on campus master schedule. 10/29/21 - On Track |

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) SMART Goal: By the end of October 2021, teachers establish effective classroom routines and provide data-driven instruction to close the achievement gaps by 5% between all student group and Hispanic, Emerging Bilingual, or Economically Disadvantaged subgroups.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|----------|-----------|---|
| 1. (1, 2, 3, 6) Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded support for all students, especially Hispanic, Emerging Bilingual, and Economically Disadvantaged students. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,H,ECD,LEP) (Strategic Priorities: 1,2,3,4) | Administrators, Intervention Staff, Music & Art Staff, PE Teacher, Special Education Staff, Teachers | daily | | Criteria: Teachers utilize blended learning models and follow "I-do, we-do, you-do" protocol to provide various support (including accommodations) and gradually transfer to ownership to students, which will be reflected in informal walkthrough or formal observation. 10/29/21 - On Track |
| 2. (1, 2, 3, 6) Ensure teachers vary classroom participation structures to give opportunity for all voices to be heard throughout the day, in multiple culturally responsive ways. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All,H,ECD,LEP) (Strategic Priorities: 1,2,3,4) | Administrators, Intervention Staff, Music & Art Staff, PE Teacher, SEL Campus Coordinator, Teachers | daily | | Criteria: Teachers use various systematic ways to engage student participation, including volunteering, turn-and-talk, and randomization methods (e.g., popsicle sticks, ClassDojo), which will be reflected in informal walkthrough or formal observation. 10/29/21 - On Track |
| 3. (1, 2, 3, 6) Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,3,4) | Administrators | on going | | Criteria: Campus administrators conduct unannounced informal walkthroughs (4 in the fall and 4 in the spring) and formal observations (1 in the fall and 1 in the spring) in each classroom and provide written feedbacks. 10/29/21 - Some Progress |

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Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 3. (Advanced Academics) SMART goal: By the end of SY 21-22, campus will expand the advanced learning opportunities to Hispanic and other students by 5%.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|-----------------|-----------|---|
| 1. (2, 3, 6) Review campus demographics and GT demographics to identify equity and access patterns and increase student GT identification to reflect the total population of the campus. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: H,AA,ECD,ESL,LEP,SPED,Dys) (Strategic Priorities: 2,3,4) | 504 Coordinator, Administrators, GT Advocate, Librarian, Parents, Special Education Staff, Teachers | Fall and Spring | | Criteria: Create a meeting schedule to meet with teachers to review multiple sources of data for student referrals, including MAPGrowth, STAAR results, teacher observations, and parent feedbacks 10/29/21 - On Track |
| 2. (2, 3, 6) Support out-of-school options including academic competitions and academic clubs that target high ability GT and high potential students. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: GT) (Strategic Priorities: 2,3,4) | Administrators, GT Advocate, Librarian, Parents, Students, Teachers | on going | | Criteria: The UIL A+ coach will sign up for the events and create posters to invite students to participate in all district-wide A+ UIL Academics events. 10/29/21 - On Track |
| 3. (2, 3, 6) Offer opportunities for staff, parents, and community members to learn more about GT referrals and program services (such as a GT and Advanced Program Information Night) (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: All,H,LEP) (Strategic Priorities: 2,3,4) | Administrators, GT Advocate, Librarian | Fall and Spring | | Criteria: Provide GT referral information to parents in both English and Spanish during various events, including on back-to-school night, CAC, and PTA. Translation will be provided. 10/29/21 - On Track |

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Goal 3. (Increased Enrollment) Campus continues to increase student enrollment and retention of students in and out of attendance zone.

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 258 to 280 by December 15, 2021 (refer to 21-22 projection), including the Black or African American students' participation in Spanish or Mandarin Dual Language pathways. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-------------|-----------|---|
| 1. (2) Monitor enrollment numbers by week and by student group. (Title I SW Elements: 1.1,2.2,2.4,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,4) | Administrators, Registrar | weekly | | Criteria: Weekly updates of the campus roster, including ethnicity, emerging bilingual status, economically disadvantage status, special services, and Dual Language enrollment 10/29/21 - On Track |
| 2. (2) Create a tracking system that monitors when students withdraw, why they withdraw, and which school they are going to attend. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) | Administrators, Registrar, School Improvement Facilitator, Teachers | on going | | Criteria: Conduct and document exit interviews when students withdraw to find out why they withdraw and which school they are going to attend 10/29/21 - On Track |
| 3. (2) Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, Registrar, School Improvement Facilitator | Spring 2022 | | Criteria: Review and contact parents of students each month to complete registration for SY22-23. The communication will be documented in eCST. Provide various time for parent tours (including DL showcase) so that parents will consider the Spanish and/or Mandarin Dual Language pathways and complete the registrations while they are on campus. 10/29/21 - No Progress |

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Goal 4. (Exemplary Customer Service) Campus provide a clean and sanitary learning environment both in and out of the classrooms.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Acceptable (79%) to Meets Expectations (80%-90%) on the "Facility and Operations" section of the Campus Assessment Rubric.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|--------------|-----------|---|
| 1. (7) Ensure the grounds are consistently monitored and effectively maintained. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, Maintenance | on going | | Criteria: Every day, the head custodian will collaborate with the custodians to ensure classrooms and common grounds, including restrooms, cafeteria, court yards, and play areas, are cleaned and sanitized based on district's "Housekeeping Guides". Teachers will submit "Focus Sheet" to administrator for areas that require additional cleaning or attention. 10/29/21 - On Track |
| 2. (7) Promote CARE customer service professional learning opportunities with housekeeping staff. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, Maintenance | October 2021 | | Criteria: The head custodian will review the daily, weekly, monthly cleaning routines in the Housekeeping Guides with the custodians. A completion statement with signatures will be collected. 10/29/21 - Completed |
| 3. (5, 7) Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, Bookkeeper, Counselor, Registrar | on going | | Criteria: The registrar and bookkeeper will check the notifications daily and relay them via emails to administrators for processing within 24 hours. 10/29/21 - On Track |

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Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|--|
| 1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1) | Principal | Due 9/17 | | Criteria: Principal Attestation Form 09/07/21 - Completed |
| 2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD) | Principal | Due 9/17 | | Criteria: Parent/Family Involvement Policy on your campus stationery 09/20/21 - Completed |
| 3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD) | Principal | Due 9/17 | | Criteria: Parent/Family School Compact 09/20/21 - Completed |
| 4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD) | Principal | Due 9/17 | | Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/20/21 - On Track |
| 5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be | Principal | Due 9/17 | | Criteria: Sample communications in languages other than English 09/07/21 - Completed |

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Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|--|
| attached.) (Title I SW Elements: 2.3) (Target Group: ECD) | | | | |
| 6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1) | Principal | Due 9/17 | | Criteria: Documentation of notice on school letterhead 09/07/21 - Completed |
| 7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD) | Principal | Due 9/17 | | Criteria: agendas, sign in sheets, minutes or records of meetings 09/20/21 - Significant Progress |
| 8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. | | | | 09/20/21 - Completed |
| 9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk) | Principal | Due 9/17 | | Criteria: Homeless documentation sheet 09/07/21 - Completed |
| 10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All) | Principal | Due 9/17 | | Criteria: CIP/TIP Developers List 09/07/21 - Completed |

1st 9 weeks report - due October 22

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

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

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

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

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

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

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

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

2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

3rd 9 weeks report - due March 25

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

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

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

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

(PTG) Monitoring Chart.

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

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

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

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

4th 9 weeks report - due June 3

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

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

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

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

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

JOSLIN EL Site Base

| Name | Position |
|--------------------|--------------------------------|
| Chang, Chaolin | Principal |
| Olano, Leyla | Campus Administrator |
| Torres, Karen | School Improvement Facilitator |
| Drinks, La Kesha | District User |
| Houghton, Jennifer | District User |
| Turner, Stephanie | Counselor |
| Sissons, Joann | PTA President |
| Richey, Mandi | CAC Chair |
| Romero, Brittany | CAC Co-Chair |
| Gibbs, Amy | Librarian/GT Advocate |

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

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

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

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

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

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

Sept 17: CIP/TIP final drafts due in BLEND

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

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

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

Oct 18-Nov 20: ESF Diagnostic Survey Window

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

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

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

Oct 25-27: TIL DDI

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

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

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

Dec 18: Schedule ESF Diagnostic for Spring

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

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

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

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

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

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

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

Feb 22: TIL Lesson Alignment and Formative Assessment

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

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

March 22: TIL Observation and Feedback

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

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

March 30: TIL DDI

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

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

June 3: EOY reports submitted to BLEND

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

| <i>Effective Schools Framework</i> | <i>Lever 1: Strong School Leadership and Planning</i> | <i>Lever 2: Strategic Staffing</i> | <i>Lever 3: Positive School Culture</i> | <i>Lever 4: High-Quality Instructional Materials and Assessments</i> | <i>Lever 5 (5.1): Effective Instruction</i> | <i>Lever 5 (5.3): Data-Driven Instruction</i> |
|------------------------------------|--|---|--|--|---|---|
| Essential Action | Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities. | Recruit, select, assign, induct, and retain a full staff of highly qualified educators. | Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations. | Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments. | Effective classroom routines and instructional strategies | Data-driven instruction |
| Essential Action Reflection Rating | 5 | 5 | 5 | 4 | 3 | 3 |

3. Read the following guiding questions for each essential action:

| | | |
|--|--|--|
| 1. Are the necessary underlying systems and structures in place to support the development of an essential action? | 2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action? | 3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement? |
|--|--|--|

4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

| Focus Area for Improvement | Rationale |
|-----------------------------------|---|
| 5.1 | All teachers create and submit daily lesson plans based on AISD blueprint. However, teachers struggle to adapt the blueprint provided to create successful first-teach experience, differentiated paths of instruction to a clearly defined curricular goal, and daily formative assessments along with exemplar responses. |
| 5.3 | We did not have a systematic approach for teachers to use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. As a result, students did not make expected progress toward measurable goals (69% of 4th and 5th grade students in the 2018-2019 STAAR administration). |

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

Instructions for the Comprehensive Needs Assessment (CNA):

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

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

| | Overall Average | *CSH Implementation | *Health Education | *Physical Education/Physical Activity | *Food Services | Employee Wellness | SEL | Physical Environment | *Family Engagement | Community Engagement | Counseling/Mental Health/Social Services | Health Services |
|---------------|-----------------|---------------------|-------------------|---------------------------------------|----------------|-------------------|------|----------------------|--------------------|----------------------|--|-----------------|
| SY 20-21 | .60 | .26 | .20 | .93 | .91 | .54 | 1.00 | .38 | .50 | .13 | .92 | .88 |
| SY 21-22 Goal | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% | 70% |

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

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

The lowest 3 areas are CSH implementation (.26), Health Education (.20), and Community Engagement (.13). With more students back on campus, we anticipate an improvement of those 3 areas.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

Longitudinal Discipline Data Report

| Number of Disciplinary Actions by Student Group | | | | | | | | | | | | | | | | | | | | | |
|---|--------------|------------------|-----------|-----------------|----------------------|-----------------|----------------------------|-----------|-----------------|----------------------|-----------------|-------------------|------------|-----------------|----------------------|-----------------|----------------|-----------|-----------------|----------------------|-----------------|
| | | African American | | | | | Hispanic | | | | | White | | | | | Female | | | | |
| School Year | All Students | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP |
| 2017-2018 | 296 | 10 | | | | | 196 | | | | | 74 | | | 1 | | 149 | | | | |
| 2018-2019 | 302 | 15 | | | | | 173 | | | | | 92 | | | | | 154 | | | | |
| **2019-2020 | 291 | 12 | | | | | 173 | | | | | 96 | | | | | 152 | | | | |
| | | Male | | | | | Economically Disadvantaged | | | | | Special Education | | | | | | | | | |
| School Year | All Students | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsion | Home Suspension | In-School Suspension | Removal to DAEP | Total Students | Expulsions | Home Suspension | In-School Suspension | Removal to DAEP | | | | | |
| 2017-2018 | 296 | 147 | | | 1 | | 201 | | | 1 | | 58 | | | | | | | | | |
| 2018-2019 | 302 | 148 | | | | | 192 | | | | | 62 | | | | | | | | | |
| **2019-2020 | 291 | 139 | | | | | 201 | | | | | 60 | | | | | | | | | |

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

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

Based on the data, there was only 1 student in the past 3 years who was referred for disciplinary action.

What are the top 3 reasons students get referrals?

-Stealing, physical aggression towards teacher, and insubordination
(The student was in the process of centralized placement for SBS.)

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

SY 20-21 MAP Growth BOY to EOY

| Grd | English | | | | | | | | | Spanish | | | | | | | | |
|-----|---------|-----------|---------|-----------|--------|-----------|---------|-----------|-----------------------|---------|-----------|---------|-----------|--------|-----------|---------|-----------|-----------------------|
| | BOY | | | | EOY | | | | Change | BOY | | | | EOY | | | | Change |
| | # Tsts | Below Avg | Average | Above Avg | # Tsts | Below Avg | Average | Above Avg | Above Average BOY-EOY | # Tsts | Below Avg | Average | Above Avg | # Tsts | Below Avg | Average | Above Avg | Above Average BOY-EOY |
| 1 | 38 | 18 | 11 | 71 | 38 | 29 | 26 | 45 | -26 | 18 | 50 | 6 | 44 | 17 | 59 | 12 | 29 | -15 |
| 2 | 28 | 36 | 18 | 46 | 27 | 59 | 11 | 30 | -16 | 0 | | | | 0 | | | | |
| 3 | 32 | 31 | 19 | 50 | 0 | | | | | 1 | * | * | * | 0 | | | | |
| 4 | 34 | 24 | 18 | 59 | 31 | 39 | 19 | 42 | -17 | 1 | * | * | * | 0 | | | | |
| 5 | 29 | 59 | 21 | 21 | 0 | | | | | 0 | | | | 0 | | | | |
| All | | | | | | | | | | | | | | | | | | |

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

- In English group, students showed regression from BOY to EOY
- In Spanish group, only one grade level had enough student participation, which showed regression from BOY to EOY.
- Based on the limited data (only in 1st grade), students in the English group showed more regression than their counterparts in Spanish group.

SY 20-21 TELPAS Progress

| | Listening Progress | Speaking Progress | Reading Progress | Writing Progress |
|-------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2021 | | | | |
| Grade | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl | % Progressed 1+ Prof Lvl |
| K | - | - | - | - |
| 1 | * | * | * | * |
| 2 | - | - | - | - |
| 3 | - | - | - | - |
| 4 | - | - | - | - |
| 5 | - | - | - | - |
| All | * | * | * | * |

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

There is not sufficient data to form a trend.

Follow up with Daniel for a more accurate report

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

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

| 2021 STAAR | | All Students | | | | | African American | | | | | Hispanic | | | | | White | | | | | Econ Disadvantaged | | | | |
|------------|------------|--------------------|-----------------|--------------|---------|-----------|--------------------|-----------------|--------------|---------|-----------|---------------------|-----------------|--------------|---------|-----------|-------------------|-----------------|--------------|---------|-----------|--------------------|-----------------|--------------|---------|-----------|
| | Test Grade | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters |
| Math | 03 | 27 | 82 | 41 | 19 | 4 | 0 | | | | | 18 | 82 | 17 | 11 | <1 | 6 | 86 | 83 | 50 | 17 | 15 | 75 | 20 | 13 | <1 |
| Math | 04 | 28 | 74 | 25 | 14 | 4 | 2 | 67 | * | * | * | 11 | 69 | 18 | 9 | <1 | 13 | 87 | 31 | 23 | 8 | 18 | 75 | 17 | <1 | <1 |
| Math | 05 | 20 | 67 | 25 | 10 | 10 | 1 | 100 | * | * | * | 12 | 63 | 8 | 8 | 8 | 7 | 70 | 43 | 14 | 14 | 15 | 68 | 13 | 7 | 7 |
| Math | All | 75 | 74 | 31 | 15 | 5 | 3 | 60 | * | * | * | 41 | 72 | 15 | 10 | 2 | 26 | 81 | 46 | 27 | 12 | 48 | 73 | 17 | 6 | 2 |
| Reading | 03 | 27 | 82 | 59 | 44 | 33 | 0 | | | | | 18 | 82 | 39 | 17 | 11 | 6 | 86 | >99 | >99 | 67 | 15 | 75 | 40 | 20 | 13 |
| Reading | 04 | 28 | 74 | 54 | 29 | 18 | 2 | 67 | * | * | * | 11 | 69 | 55 | 9 | 9 | 13 | 87 | 62 | 46 | 23 | 18 | 75 | 50 | 11 | 6 |
| Reading | 05 | 20 | 67 | 55 | 35 | 30 | 1 | 100 | * | * | * | 12 | 63 | 33 | 25 | 17 | 7 | 70 | 86 | 43 | 43 | 15 | 68 | 47 | 33 | 27 |
| Reading | All | 75 | 74 | 56 | 36 | 27 | 3 | 60 | * | * | * | 41 | 72 | 41 | 17 | 12 | 26 | 81 | 77 | 58 | 38 | 48 | 73 | 46 | 21 | 15 |
| Writing | 04 | 28 | 74 | 29 | 11 | 4 | 3 | 100 | * | * | * | 12 | 75 | 17 | 8 | 8 | 11 | 73 | 45 | 18 | <1 | 18 | 75 | 17 | <1 | <1 |
| Science | 05 | 19 | 63 | 32 | 11 | 11 | 1 | 100 | * | * | * | 11 | 58 | 18 | 9 | 9 | 7 | 70 | 43 | 14 | 14 | 14 | 64 | 29 | 7 | 7 |
| 2021 STAAR | | Econ Disadvantaged | | | | | Emergent Bilingual | | | | | Special Ed Services | | | | | Dyslexia Services | | | | | | | | | |
| | Test Grade | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | # Scored Tests | % Participation | % Approaches | % Meets | % Masters | | | | | |
| Math | 03 | | | | | | 5 | 100 | 20 | 20 | <1 | 7 | 100 | 14 | <1 | <1 | 5 | 100 | <1 | <1 | <1 | | | | | |
| Math | 04 | | | | | | 8 | 100 | 38 | 13 | <1 | 8 | 73 | <1 | <1 | <1 | 7 | 78 | <1 | <1 | <1 | | | | | |
| Math | 05 | | | | | | 7 | 78 | 14 | <1 | <1 | 8 | 80 | 13 | 13 | 13 | 5 | 71 | <1 | <1 | <1 | | | | | |
| Math | All | | | | | | 20 | 91 | 25 | 10 | <1 | 23 | 82 | 9 | 4 | 4 | 17 | 81 | <1 | <1 | <1 | | | | | |
| Reading | 03 | | | | | | 5 | 100 | 40 | 40 | 20 | 7 | 100 | 14 | 14 | <1 | 5 | 100 | 20 | <1 | <1 | | | | | |
| Reading | 04 | | | | | | 8 | 100 | 50 | 25 | 25 | 8 | 73 | 25 | <1 | <1 | 7 | 78 | 14 | <1 | <1 | | | | | |
| Reading | 05 | | | | | | 7 | 78 | 57 | 43 | 29 | 8 | 80 | 38 | 13 | 13 | 5 | 71 | 20 | <1 | <1 | | | | | |

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

| | | | | | | | | | | | | | | | | | | | | | |
|---------|-----|--|--|--|--|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Reading | All | | | | | | 20 | 91 | 50 | 35 | 25 | 23 | 82 | 26 | 9 | 4 | 17 | 81 | 18 | <1 | <1 |
| Writing | 04 | | | | | | 7 | 88 | 43 | 14 | 14 | 7 | 64 | 14 | <1 | <1 | 8 | 89 | <1 | <1 | <1 |
| Science | 05 | | | | | | 6 | 63 | 33 | <1 | <1 | 8 | 80 | 13 | 13 | 13 | 5 | 71 | <1 | <1 | <1 |

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

Our Domain III focus groups are: Hispanic, EcD, and EB. The participation rate is similar to the overall average.

- Overall, the students in the Hispanic group did not perform as well as the All Student group in all subject areas, specifically in reading and math. In Reading, there were 15-19% less students in the Hispanic group scoring at the meets (17%) or masters (12%) category when compared to the All Student group (36% & 27%). In Math, there were 3-5% less students in the Hispanic group scoring at the meets (10%) or masters (2%) category when compared to the All Student group (15% & 5%).
- Overall, the students in the EcD group did not perform as well as the All Student group in all subject areas, specifically in reading and math. In Reading, there were 12-15% less students in the EcD group scoring at the meets (21%) or masters (15%) category when compared to the All Student group (36% & 27%). In Math, there were 3-9% less students in the EcD group scoring at the meets (6%) or masters (2%) category when compared to the All Student group (15% & 5%).
- Overall, the students in the EB group did not perform as well as the All Student group in all subject areas, specifically in reading and math. In Reading, there were only 1-2% less students in the EB group scoring at the meets (35%) or masters (25%) category when compared to the All Student group (36% & 27%). In Math, there were 4-5% less students in the EB group scoring at the meets (10%) or masters (<1%) category when compared to the All Student group (15% & 5%).

Advanced Academics

| <i>Data Points Reviewed</i> | <i>Data Source</i> | <i>2018-19</i> | <i>2019-20</i> | <i>2020-21</i> |
|--|--------------------|----------------|----------------|----------------|
| % African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ² | Forecast 5 | 10.00% | 25.00% | 12.50% |
| % Hispanic students enrolled in Gifted/Talented (GT) programs | Forecast 5 | 3.08% | 3.25% | 3.85% |

Advanced Academics reflection questions:

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

Class list was created with the grade level committee. GT students were clustered together so that there were at least 2 students in each class.

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

- We will share the GT referral process with parents in a parent-friendly language during the referral window.
- Equitable referral process (communicate in parents' native language)

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

- We are cultivating a culture of student growth where all students are expected to make progress.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

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

GT Campus Accountability Monitoring Plan

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

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

Supporting Special Populations

| <i>Data Points Reviewed</i> | <i>Data Source</i> | <i>2018-19</i> | <i>2019-20</i> | <i>2020-21</i> |
|---|--------------------|----------------|----------------|----------------|
| % of campus enrollment identified as 504 | 504 Dept. | 6.3% | 6.3% | 5% |
| % 504 Annual and Re-Evaluation meetings held on time | 504 Dept. | 100% | 100% | 100% |
| % of African American SpEd students | SEEDS | | 25% | 29% |
| % of Initial, Transfer, and Annual ARDs held on time | CRTE | 100% | 100% | 100% |
| % parent participation for ARD meetings | CRTE | 100% | 100% | 100% |
| % of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level | CRTE | | 10% | 6% |

Special Populations reflection:

Domain 3 Campus Reports

| | | | | | | | | | | | | | | | | | |
|-------------------|---------------|----------|------|--------|----------|-------|---------|-------|-----|-----|------|-------------|----------|--------------|------------|-----------------|-------------------|
| Growth 50% | All Stud ents | Afr Amer | Hisp | Whit e | Amer Ind | Asian | Pac Isl | Two + | ECD | EL* | SpEd | Former SpEd | Cont Enr | Not Cont Enr | Tota l Met | Total Eligibl e | % of Eligible Met |
|-------------------|---------------|----------|------|--------|----------|-------|---------|-------|-----|-----|------|-------------|----------|--------------|------------|-----------------|-------------------|

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

| College, Career, and Military Readiness Performance (High Schools and K-12) | | | | | | | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|--|
| Reading #PM Tests | 19 | 1 | 11 | 7 | 0 | 0 | 0 | 0 | 14 | 6 | 8 | <25 | 18 | 1 | | |
| Growth Score | 55 | | | | | | | | | | | | | | | |
| Target | 66% | 62% | 65% | 69% | 67% | 77% | 67% | 68% | 64% | 64% | 59% | 65% | 66% | 67% | | |
| Met Target | N | | | | | | | | | | | | | | | |
| ----- | | | | | | | | | | | | | | | | |
| Math #PM Tests | 19 | 1 | 11 | 7 | 0 | 0 | 0 | 0 | 14 | 6 | 8 | <25 | 18 | 1 | | |
| Growth Score | 18 | | | | | | | | | | | | | | | |
| Target | 71% | 67% | 69% | 74% | 71% | 86% | 74% | 73% | 68% | 68% | 61% | 70% | 71% | 70% | | |
| Met Target | N | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | | |

*EL Current and Former

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

- Our students made more progress in All Student Reading (55%) than in Math (18%).
- The results for the rest of the groups were not reported because we had less students in those groups than the criteria set for reporting.

*EL Current and Former

Longitudinal Enrollment, Utilizations, and Transfers Report

| | | 17-18 | 18-19 | 19-20 | 20-21 |
|--------------------------|---------------------------------|-------|-------|-------|-------|
| Enrollment & Utilization | Enrollment | 282 | 272 | 272 | 244 |
| | Students in enrollment area | | 133 | | |
| Transfers | Transfers to other AISD schools | 39 | 47 | 45 | 46 |
| TELL Survey | General School Climate | 95% | 97% | 91% | 98% |
| | Managing Student Conduct | 94% | 93% | 94% | 99% |
| | Principal Leadership | 92% | 99% | 95% | 100% |

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

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

We observe a decrease in enrollment since SY17-18 due to the following reasons.

- **Safety in the neighborhood**
- **Perception of potential school consolidation**
- **Spanish DL program**

However, our enrollment is recovering regardless COVID-19. Currently, we have 258 students enrolled at Joslin (223 in-person and 25 virtual learning).

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

| | <i>1-Support Needed</i> | <i>2-Developing</i> | <i>3- Meets Expectations</i> | <i>4-Exceeds Expectations</i> |
|---|-------------------------|---------------------|------------------------------|-------------------------------|
| Campus Communication Goals & Practices | | | | |
| Campus Communication Strategies | | | X | |
| Campus Website | | | X | |
| Phone/Voicemail/Email Practices | | | X | |
| Language Line for Preferred Language | | | X | |
| Campus Culture of Respect Goals | | | | |
| Campus culture of respect practices and goals | | | X | |
| Customer service prioritization | | | x | |
| Facility & Operations | | | | |
| Grounds | | | X | |
| Safety Protocols | | | X | |
| Signage | | | X | |

Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?

Due to COVID-19, we would like to focus on grounds this school year, including the classroom cleaning and the maintenance of the common areas.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

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

REQUIRED Framework Components:

Coordinated School Health

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

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

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Jerry Joslin Elementary School

ADDITIONAL Framework Components:

Coordinated School Health

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

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

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

Support for Special Populations

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

PreK-12+ College, Career, and Life Readiness

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

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



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* (Sign and attach the form)
- ☒ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach documentation of Parent/Family Involvement Policy on your campus stationary)
- ☒ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach documentation of Parent/Family School Compact)
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Attach documentation: *MUST* include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)
- ☒ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Attach documentation and submit at least 2 sample communications of languages other than English)
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Attach documentation for notice on school letterhead)
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. (Attach documentation: agendas, sign in sheets, minutes or records of meetings)
- ☒ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- ☒ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ☒ Attachment #10. CIP Developer Page (Attach Documentation: Signature page of CIP developers is completed)

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

Jerry Joslin Demaree
Campus Name

[Signature]
Principal's Signature

9/21/21
Date