

JORDAN EL

Barbara Jordan Early College Prep Campus Improvement Plan 2022/2023 2022/2023

Where the bold journey to excellence begins.



JORDAN ELEMENTARY
AUSTIN Independent School District

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JORDAN EL

Mission

Campus Mission

We at Barbara Jordan Early College Prep will educate to empower our diverse 21st century community to become lifelong learners through a safe, meaningful learning environment.

Vision

*Campus Vision: ***INSERT CAMPUS VISION HERE****

*Campus Valus: ***INSERT CAMPUS Values HERE****

Nondiscrimination Notice

JORDAN EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

We have a diverse staff population that closely mirrors our student population.

Demographics Weaknesses

We need to fill vacancies so that we have enough special education staff in order to provide consistent support for our students. We also need to ensure all classrooms have a peace area and that they are encouraging students to use them to self-regulate.

Demographics Summary

No prior data found/available.

Although the data from last year does not show the trends we are seeing this year, we are seeing the need to have consistent special education staff to provide support to explicit social emotional learning opportunities so the students can be better equipped to self-regulate.

Student Achievement

Student Achievement Strengths

STAAR 2022 Reading

Increase in Masters across 3rd-5th grade.

Increase in Meets and Masters in African American Population 3rd and 4th

Increase in Masters in Hispanic Populations in 4th and 5th

Increase in Master in Econ Disadvantaged Populations in Masters 4th/5th

Increase in Masters in Emergent Bilingual Populations in 4th/5th

Increase in Sped Population in 3rd/5th

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

STAAR 2022 Math

4th Grade increase in Approaches, Meets, and Masters in African American Pop
Increase of 8 masters in 3rd Grade Sped Population

Student Achievement Weaknesses

MAP Growth Reading

36% Met Goal in Spanish
42% Met Goal in English

MAP Growth Math

60% Met Goal in Math English
18% Met Goal in Math Spanish

Percent of Students who met Growth Target-Reading - Spanish Testers Only

36%

Percent of Students who met Growth Target-Reading - English Testers Only

42%

STAAR 2022 Science

decreases over 10 in approaches and meets

Reading

3rd Grade Reading had decreased by 12

4th Grade Reading decreased by 11

African American and Hispanic Populations had significant Reading decreases in 3rd/4th
Econ Disadvantaged, Emergent Bilinguals, and Sped had significant decrease in Reading

Math

Decrease over 10 in Approaches/Meets/Masters

Significant decrease in Econ Disadvantaged, Emergent Bil, and Sped Populations

Student Achievement Summary

Comprehensive Needs Assessment

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)
African American and Hispanic populations are performing at the same level compared to ALL students.
African American and Hispanic populations are underperforming significantly compared to White counterparts.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?
SPED
Dyslexia

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report
Students growth was 3% across grade levels, growth was stagnant

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report
Students are at the Intermediate Level in all components except Writing (25%)
In Reading and Writing, most students are at Beginning Level
70% of Kinder students were at Beginning level compared to 2% of 5th Grade students at Beginning level.
The most growth was in Advanced Level, from 0% in Kindergarten to 58% in 5th Grade

School Culture and Climate

School Culture and Climate Strengths

We have 2 new PE coaches with lots of energy and willingness to engage with the community. Our new assistant principal and counselor will be attending the required Human Sexuality training and will be ready to ensure teachers are prepared to teach their grade level lessons. Our PSS has strong communication avenues to reach parents.

School Culture and Climate Weaknesses

We want to ensure all areas of the CSH survey are addressed and that the survey is submitted by the deadline in order to use the information for improvement next year.

Comprehensive Needs Assessment

School Culture and Climate Summary

We are not finding the CSH survey, so the goal this year is to ensure it is completed and submitted by the deadline while meeting 70% in each area.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Our teachers and staff are supportive of one another and help cover when there are no subs.

Staff Quality, Recruitment and Retention Weaknesses

We still have several critical vacancies we are trying to fill.

Staff Quality, Recruitment and Retention Summary

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

Teachers are wanting more feedback and coaching.

2.) Why did you select this/these area(s)?

Staff survey

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

Meetings will include opportunities to share what is going well and what support is needed.

2.) What are your customer service celebrations/strengths?

Parents are overall happy and feel heard.

3.) What are your areas of growth?

Sometimes, parents feel that office staff are abrupt.

4.) What will be your priority for customer service this year?

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Make all parents feel welcome and heard.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Our campus continues to embrace CLI strategies to increase student engagement.

Curriculum, Instruction and Assessment Weaknesses

We had an administrative vacancy at the beginning of the year, so we are currently not in compliance with the timeline to identify and serve our multilingual students.

Curriculum, Instruction and Assessment Summary

Advanced Academics

1.) Based on the 21-22 GT CAMP, 1 of the 5 areas were out of compliance.

Student Assessment:

Hispanic Population is under-identified compared to peers.

Hispanic: 17.64% equity gap (4.6%)

Plan: Focus on Talented Explorers to identify more Hispanic students.

1 new TE Student

5 Hispanic TE Students

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

Administration ensures that each class has a cluster group of G/T students.

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

We use electronic notification systems and campus communication flyers to inform parents and students about upcoming events centered around supporting G/T students.

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

We encourage students that are not identified G/T to participate in project based learning.

Teachers plan rigorous instruction/activities that extend the learning for all students.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

We offer a variety of clubs before and after school to all students in the areas of critical thinking skill/photography/reading.

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

The certified Pre Las and Las Links teachers and the LPAC coordinator are testing all new students who have not been tested prior to enrolling on campus who may qualify for Bil/ESL/DL services due to their Home Language Survey. Students who qualify as Bil/ESL/DL receive the language support in their classes.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Students who are multilingual are being serviced by teachers and teaching assistants that speak their native language, mostly Spanish on campus. Students with interrupted formal education are also serviced by the Bilingual/DL teachers and teaching assistants with additional resources and abundant use of verbal and pictorial cues.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

Language testing for both languages, work samples, writing samples, etc.

4.) How does the campus welcome families and students that are new to the country?

All campus staff warmly welcome the families and children that are new to the country to ensure a smooth transition. The registration process is thoroughly explained to the parents, and communication is given in their native language. Most of it is in Spanish. The teachers do their best to include the children's culture in their daily lessons and activities.

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

Teachers plan and implement music, acting, and visual arts lessons at least twice a week.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

Students participate in

Austin Jazz Workshop

Symphony Field Trips

Ballet Austin

Zach Theater

Clinicians that visit Music Room

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Students receive 6 hours of explicit Fine Arts and PE instruction per week.

Family and Community Involvement

Comprehensive Needs Assessment

Family and Community Involvement Strengths

We have an experienced parent support specialist who actively works to increase parent and community engagement. She has been offering training for parents so that they volunteer in various roles in the school.

Family and Community Involvement Weaknesses

The school and staff would benefit from more community and parent involvement to assist with school functions and volunteer opportunities.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

Strengthen our volunteer opportunities and communicate with families to be actively volunteering on campus and ask for support from home for child's academic success.

2.) Why did you select this/these area(s)?

We have a shortage of employees and resources. Increasing volunteers will help teachers and staff see that parents can be supportive and a vital resource to them. This will also increase the moral of the school.

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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 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, 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. Invite parents/families to Whole Child, Every Child Night and focus on all areas supporting the Whole Child, including their gifts, talents and interests, by providing activities/information. (Condition #2) (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Administrators	Ongoing	(F)Title 1, Part A	Criteria: Flyers, sign-in sheets, attendance logs
2. Ensure all classroom teachers have identified a specific time to teach Health Education and Human Sexuality and Responsibility. (Title I SW Elements: 2.5) (Target Group: K, 1st, 2nd, 3rd, 4th, 5th) (ESF: 3.3)	Administrators	By Oct. 1	(L)Campus BTO	Criteria: Calendar of grade level PLC agreed upon time frames for teaching, lesson plans
3. Introduce Brighter Bites, a free food resource for families that provides a supplemental food resource and food preparation education for low to moderate income families and includes a weekly food distribution of 30 lbs. per participating family. Lessons are taught by teachers that support Brighter Bites, food demonstrations, and education about storing recommendations and food recipes. (Title I SW Elements: 2.3) (Target Group: All) (ESF: 3.3)	Administrators, Parent Support Specialist	Fall and ongoing	(O)Other	Criteria: Flyers and email communications, Brighter Bites lessons included in lesson plans, Brighter Bites documentation of family participation

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Objective 2. (Social and Emotional School Climate) SMART Goal: By the end of SSY 22-23, the campus will participate in the implementation of 3.1 and 3.2 of Strand 3 of SEL practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage the campus community in No Place for Hate activities throughout the 22-23 school year. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.1)	Administrators, Counselor	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: No Place for Hate Activities scheduled, implemented and documented resulting in a No Place for Hate Campus designation.
2. Ensure "Peace Areas" are implemented throughout the campus and construct a model in the parent room/office to share what is being used in the classroom and can be used at home. (Condition #5) (Target Group: All) (ESF: 3.2,3.4)	Administrators, Counselor, SEL Committee, Teachers	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Peace Areas in all instructional areas resulting in fewer office visits.
3. Discuss and practice SEL strategies/techniques during staff meetings with a focus on supportive adult/student and peer relationships and look for evidence of practice, inclusiveness and positive relationships during classroom walk-throughs. (Condition #4, 6) (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 3.1,3.2,3.3)	Administrators, Counselor, SEL Committee, Teachers	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Teachers implement SEL strategies in classrooms and throughout school resulting in fewer students sent to office.

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Objective 3. (Family Engagement) SMART Goal: The campus will host a minimum of 6 family engagement events ensuring diversity is incorporated in the audience.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create Family Academic Engagement Teams (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administrators, Parent Support Specialist, Teachers	Ongoing	(F)Title 1, Part A	Criteria: Monthly meeting times and agendas
2. Communicate to 100% of parents the importance of high academic and educational aspirations, showing the steps that need to be taken to actualize these aspirations and to apply with their students. (Condition #3) (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.1,3.4)	Administrators, Parent Support Specialist, Teachers	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Principal coffees discuss the importance of high academic expectations. Increased number of GT students will be identified.
3. Host monthly family events: Back to School Night/Bingo, Fall Carnival, Math and Literacy Night, Book Fair, Science Fair, Spelling Bee Competition, Principal Coffee Chats, with a focus on student talents, gifts, and interests. (Condition #2) (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.4)	Administrators, CAC Members, Librarian, Parent Support Specialist	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Agendas and sign-in sheets and virtual participation logs when needed

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Goal 2. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) Campus administrators will recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will participate in and implement proactive recruiting strategies that include many sources for highly qualified candidates. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administrators, Instructional Coaches	Ongoing	(O)Other	Criteria: Emails to candidates; schedules to review applicants daily; materials for job fair
2. Implement targeted and personalized strategies to support and retain staff, particularly culturally proficient, experienced and high performing staff. (Condition #1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administrators	Ongoing	(O)Other	Criteria: Copy of notes of appreciation to teachers; newsletters with Kudos to specific staff members; agendas showing time to celebrate/praise individual or all staff; mentor teacher notes of contact
3. Ensure staff have access to at least 3 hours of training in SEL and CP&I strategies. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.3)	Administrators, SEL Campus Coordinator, SEL Committee	Ongoing	(F)Title 1, Part A, (L)Campus BTO	Criteria: Documented hours of training in SEL and CP&I strategies for all teachers.

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from ____ to ____ by December 15, 2022. SMART Goal Semester 2: 75% of current students will be registered for SY 23-24 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Registrar, Teachers	Ongoing	(O)Other	Criteria: Enrollment reports by student group
2. Consistently work to build a joyful, safe and academically rigorous environment that increases the likelihood of students staying at our school. (Condition #5) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1)	Administrators, Counselor, Instructional Leadership Team, Parent Support Specialist, Teacher Assistants, Teachers	Ongoing	(O)Other	Criteria: Calendar of fun, engaging school events; student enrollment data
3. Create a personalized call/family check-in system to connect with families on a monthly basis. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administrators, Counselor, Parent Support Specialist, Teacher Assistants, Teachers	Ongoing	(F)Title 1, Part A, (O)Other	Criteria: PSS call log; eCST service tracking

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will score Meets Expectations or higher on the Campus Communication Strategies section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families and community members. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor, Parent Support Specialist	Ongoing	(L)Campus BTO	Criteria: Monthly newsletter, Messenger messages to parents, Principal Coffee, CAC meetings, PTA meetings
2. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Administrators	Ongoing	(L)Campus BTO	Criteria: website content; social media content
3. Ensure the grounds, safety protocols and signage are consistently monitored and effectively maintained. (Condition #7) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Administrators	Ongoing	(L)Campus BTO, (O)Other	Criteria: Weekly door checks, facility evaluation report, observable postings and signage around campus

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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
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
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
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
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

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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
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
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. (Title I SW Elements: 2.2) (Target Group: All)	Administrators	Ongoing	(F)Title 1, Part A	Criteria: Time and Effort training rosters, Time and Effort reports submitted to admin by due date each month
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
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

JORDAN EL Site Base

Name	Position
Williams, Adrienne	Principal
Sanchez, Alicia	Classified staff
Worthen, Bailey	PTA president
Merriweather, Sandra	SpEd Teacher rep
Wilson, Elizabeth	Teacher
Herrera, Maria	parent
Machuca, Samantha	parent
Fanning, Jordan	Teacher
Gordon, Charlene	Teacher
Spencer, LaTasha	parent
Deshay, Stephanie	parent
Pinilla, Christopher	teacher
Corrales Molina, Gabriela	parent
Bahena, Ana	Teacher
Carrera, Teresa	Teacher
Steadman, Celeste	Teacher
Valls, Jessica	Teacher

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.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	58				76
Grade	NR*	--	--	--	C

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				92
Grade	B	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	74				78
Grade	C	--	--	--	C

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	59				76
STAAR Performance Meets	28				45
STAAR Performance Masters	12				22
STAAR Performance Raw Score	33				48
STAAR Performance Scaled Score	58				76

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	84				85
Academic Growth Scaled Score	91				92
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	92.1	92.1	92.1	92.1	92.1
Economically Disadvantaged % Grouping	92.1 to 93	92.1 to 93	92.1 to 93	92.1 to 93	92.1 to 93
Relative Performance Raw Score	33				48
Relative Performance Scaled Score	62				85
Relative Performance Grade	NR*	--	--	--	B

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	2	out of	16	2022 Values:	14
SCA 1:		out of	0	SCA 1:	0
SCA 2:		out of	0	SCA 2:	0
SCA 3:		out of	0	SCA 3:	0
2023 Goals:	8	out of	16	2023 Goals:	14

Instructions:
 1.) Click on the campus name below to select your campus from the drop-down menu.
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	85				88
Grade	B	--	--	--	B

English Language Proficiency			Student Success		
2022 Values:	1	out of	1	2022 Values:	0
SCA 1:	--	out of	1	SCA 1:	0
SCA 2:	--	out of	1	SCA 2:	0
SCA 3:	--	out of	1	SCA 3:	0
2023 Goals:	1	out of	1	2023 Goals:	4

Campus Name: **Jordan**

Campus Number: **227901178**

Template by Campus & District Accountability

2022 - 23 A-F Estimator Longitudinal Worksheet

out of	14
out of	0
out of	0
out of	0
out of	14

<u>ness</u>	
out of	9
out of	0
out of	0
out of	0
out of	9



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- ✓ Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. *(Sign and attach Principal Attestation 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 copy of the Parent/Family Engagement 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 meeting notice, agenda, sign in sheets, and meeting notes, 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 of at least 2 sample communications in 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 and/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 and Foster Care Documentation *(Attach completed Attachment #9; 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 and/or entered in PlanWorks)*

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

Volma Overton Elementary
Campus Name



Principal's Signature

11/4/22
Date

Austin ISD
State, Federal, Private Accountability Office
Campus Improvement Plan (CIP) Developer's List

Campus Name Volma Overton Elementary Org# 189

Instructions: List the name & position of the developers of the 2022-2023 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. Colvin-Crawford	Courtney	Principal
2. Ney	Gregory	Teacher
3. Padron	Karen	Parent
4. Perkins	Ebony	Parent
5. Upshur	Dionne	Teacher
6. Jeffries	Kedrick	Community Member
7. Gutierrez	Erika	P.S.S
8. Benites	Jaime	Assistant Principal
9. Berry	Gikeitha	SPED Teacher
10. Lee	Jasmine	Counselor
Printed name <u>Courtney Colvin-Crawford</u> Signature 		Date <u>11/4/22</u>

07/25/2022