

Austin Independent School District



Joslin Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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.

Vision

All students will actualize their potential academically, develop appropriate sociocultural competence, and have the opportunities to become bilingual (or trilingual) through our 2-way Dual Language (DL) pathways in Spanish and/or Mandarin.

Value Statement

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

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Goals

Goal 1

Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 1 High Priority Dual Capacity/Caregiver Engagement Goal

(CPM 2.1) Enhance community collaboration by developing strategies to implement the Dual Capacity Building Framework for Family-School Partnerships.

Evaluation Data Source: Plan4Learning

Performance Objective 2 High Priority HB3 Goal

(TEC) Campuses will implement the required coordinated school health activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals.

Evaluation Data Source: Coordinated School Health Survey

Resources: <https://drive.google.com/file/d/1VGjS7cB8AxChWm5DoMS-O1wc3vEHa6T5/view?usp=sharing>

Performance Objective 3 High Priority

(TEC) 100% of campuses will conduct discipline review meetings with Student Discipline Office and document strategies and methods for violence prevention. Campuses will implement, at minimum, one violence prevention strategy before the end of the 2025-2026 academic year.

Evaluation Data Source: Resources: Character Strong Frontline SIS

Performance Objective 4 High Priority

(CPM 1.1) The percentage of students experiencing chronic absenteeism will decrease from 14% during SY 24-25 to 12% by July 2026.

Evaluation Data Source: Frontline SIS/Forecast5 (Dashboards/Attendance - Chronic Absenteeism/Longitudinal Analysis)

Performance Objective 5 High Priority

(CPM 5.2) The percent disproportionality in discipline for African American students will decrease from 29% in June 2025 to 20% by June 2026. (Alternate: Develop a performance objective to reduce one of the top offenses accounting for a significant number of removals, or develop a performance objective to maintain the currently low number of discipline events on campus.)

Evaluation Data Source: Frontline SIS.

Performance Objective 6

(CPM 3.2) The number of walkthroughs scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric will increase from 40% (2 out of 5 cells) in June 2025 to 60% (3 out of 5 cells) at June 2026.

Evaluation Data Source: Dual Language Data Collection Tool

Performance Objective 7

(CPM 3.3) The representation index between African American students identified as gifted and talented and the total African American student enrollment will increase from 0.44 in June 2025 to 0.80 by June 2026. (% of AA students identified GT / % of AA students on campus. Greater than or equal to 0.8 - minimum goal)

Evaluation Data Source: Gifted and Talented Office

Performance Objective 8

(CPM 5.1)The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 66% in June 2025 to 71% by June 2026.

Evaluation Data Source: SEL and CP&I implementation measurement tool

Goal 2

Early Learning

The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 1 High Priority HB3 Goal

(SC Goal 1) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 63% in June 2025 to 68% by June 2026.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Reading STAAR Assessment

Performance Objective 2 High Priority HB3 Goal

(SC Goal 2) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 51% in June 2024 to 56% by EOY.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Math STAAR Assessment.

Performance Objective 3 High Priority

(GPM 5.1) The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 76.2% in June 2025 to 84.0% by June 2026.

Evaluation Data Source: Elevation

Performance Objective 4

(CPM 4.1) The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from 89% in June 2025 to 94% by June 2026.

Evaluation Data Source: PPfT Appraisal System

Goal 3 Austin ISD will ensure compliance with all requirements as identified in the TEA Agreed Order, including the Strategic Plan for Special Education (English, Spanish). All referenced documents are included in the Policies section.

Goal 4 Campus Specific Goals/Performance Objectives (Optional)

Performance Objective 1

Sustainability. Schools are invited and encouraged to incorporate sustainability into your Campus Improvement Plan this year. There are many simple actions to create a healthier learning and work environment, reduce your building's negative impact on the environment and community, encourage energy efficiency and resource conservation, and foster student problem based learning through sustainability. See the CIP Sustainability Recommendations in the resources to create your own goals and objectives.

Evaluation Data Source: Resources: https://docs.google.com/document/d/1_hjhZWdJ7Uh98U7iAwLdNu03YJLQGC3Z0SfekS6W0g/edit?tab=t.0



Addendums