

# **Schertz-Cibolo Universal City Independent School District**

## **Barbara C. Jordan Intermediate**

### **2021-2022 Campus Improvement Plan**

# Mission Statement

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# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment   | 4  |
| Demographics   | 4  |
| Student Learning   | 5  |
| School Processes & Programs  | 7  |
| Perceptions  | 8  |
| Priority Problem Statements  | 11 |
| Goals  | 12 |
| Goal 1: 86% of students in grades 5-6 will demonstrate reading on grade level based on STAAR assessment. 55% of students in grades 5-6 will meet expected growth on the EOY Math MAPS assessment. 53% of students in grades 5-6 will meet expected growth on the EOY Reading MAPS assessment | 13 |
| Goal 2: 75% of participants will respond in the top 3 (of 7) scoring bands in workforce satisfaction on SCUC annual survey.  | 15 |
| Goal 3: 80% of respondents will indicate satisfaction on SCUC ISD Student Satisfaction Survey. 80% of respondents will indicate satisfaction on SCUCISD Parent Satisfaction Survey.  | 16 |
| State Compensatory   | 19 |
| Personnel for Barbara C. Jordan Intermediate   | 20 |
| Addendums  | 20 |

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Ethnic Distribution:

|                   |     |       |       |       |     |
|-------------------|-----|-------|-------|-------|-----|
| African American  | 87  | 11.9% | 11.5% | 12.6% | 87  |
| Hispanic          | 314 | 42.9% | 43.2% | 52.8% | 314 |
| White             | 267 | 36.5% | 35.8% | 27.0% | 267 |
| American Indian   | 1   | 0.1%  | 0.4%  | 0.4%  | 1   |
| Asian             | 7   | 1.0%  | 1.9%  | 4.6%  | 7   |
| Pacific Islander  | 1   | 0.1%  | 0.3%  | 0.2%  | 1   |
| Two or More Races | 55  | 7.5%  | 6.9%  | 2.5%  | 55  |

#### Sex:

|        |     |       |       |       |     |
|--------|-----|-------|-------|-------|-----|
| Female | 358 | 48.9% | 48.5% | 48.8% | 358 |
| Male   | 374 | 51.1% | 51.5% | 51.2% | 374 |

|   |     |       |       |       |     |
|---|-----|-------|-------|-------|-----|
| Economically Disadvantaged                    | 190 | 26.0% | 29.1% | 60.3% | 190 |
| Non-Educationally Disadvantaged               | 542 | 74.0% | 70.9% | 39.7% | 542 |
| Section 504 Students                          | 103 | 14.1% | 9.1%  | 6.9%  | 103 |
| English Learners (EL)                         | 10  | 1.4%  | 3.7%  | 20.3% | 10  |
| Students w/ Disciplinary Placements (2018-19) | 0   | 0.0%  | 0.9%  | 1.5%  |     |
| Students w/ Dyslexia                          | 55  | 7.5%  | 5.1%  | 4.1%  | 55  |
| Foster Care                                   | 3   | 0.4%  | 0.5%  | 0.3%  | 3   |
| Homeless                                      | 2   | 0.3%  | 0.3%  | 1.4%  | 2   |
| Immigrant                                     | 2   | 0.3%  | 1.1%  | 2.3%  | 2   |
| Migrant                                       | 0   | 0.0%  | 0.0%  | 0.3%  | 0   |
| Title I                                       | 0   | 0.0%  | 14.0% | 65.1% | 0   |
| Military Connected                            | 255 | 34.8% | 36.4% | 1.9%  | 255 |
| At-Risk                                       | 318 | 43.4% | 37.3% | 50.6% | 318 |

Attendance percentage for the last three years has fallen below 97%.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our attendance is 96.71% which is below our goal of 97%. **Root Cause:** Skills for Social/Emotional Learning are not explicitly taught.

**Problem Statement 2:** Our attendance is 96.71% which is below our goal of 97%. **Root Cause:** Students do not feel connected at school.

# Student Learning

## Student Learning Summary



### STAAR 20-21 On-Line Scores

| 5 <sup>th</sup> Grade Math | Approaches | Meets | Masters |
|----------------------------|------------|-------|---------|
| ALL Students               | 78%        | 52%   | 26%     |
| Eco Dis                    | 72%        | 41%   | 20%     |
| Sped                       | 47%        | 19%   | 6%      |

| 5 <sup>th</sup> Grade Reading | Approaches | Meets | Masters |
|-------------------------------|------------|-------|---------|
| ALL Students                  | 74%        | 47%   | 31%     |
| Eco Dis                       | 68%        | 33%   | 24%     |
| Sped                          | 39%        | 13%   | 8%      |

| 5 <sup>th</sup> Grade Science | Approaches | Meets | Masters |
|-------------------------------|------------|-------|---------|
| ALL Students                  | 70%        | 38%   | 13%     |
| Eco Dis                       | 57%        | 24%   | 10%     |
| Sped                          | 35%        | 16%   | 5%      |

| 6 <sup>th</sup> Grade Math | Approaches | Meets | Masters |
|----------------------------|------------|-------|---------|
| ALL Students               | 87%        | 58%   | 26%     |
| Eco Dis                    | 81%        | 48%   | 19%     |
| Sped                       | 56%        | 32%   | 16%     |

| 6 <sup>th</sup> Grade Reading | Approaches | Meets | Masters |
|-------------------------------|------------|-------|---------|
| ALL Students                  | 73%        | 37%   | 14%     |
| Eco Dis                       | 56%        | 19%   | 3%      |
| Sped                          | 24%        | 4%    | 0%      |

| Spring 2020-2021 NWEA Growth: Math 6+ TX 2012, Grade 06 |                                       | Spring 2020-2021 NWEA Growth: Reading 6+ TX 2017, Grade 06 |                                       |
|---|---------------------------------------|--|---------------------------------------|
|   | Winter to Spring Met Projected Growth |  | Winter to Spring Met Projected Growth |

|                                  | Growth         |               | Growth         |               |
|----------------------------------|----------------|---------------|----------------|---------------|
|                                  | Total Students | Growth        | Total Students | Growth        |
| <b>Jordan</b>                    | <b>360</b>     | <b>75.36%</b> | <b>358</b>     | <b>52.26%</b> |
| Economic Disadvantage            | 89             | 80.23%        | 89             | 39.51%        |
| Asian                            | 5              | 100.00%       | 5              | 60.00%        |
| Black/African American           | 30             | 67.86%        | 29             | 50%           |
| Hispanic                         | 161            | 76.59%        | 160            | 52%           |
| Native Hawaiian/Pacific Islander | 2              | 0.00%         | 2              | 50%           |
| Two or More Races                | 32             | 66.66%        | 32             | 51.85%        |
| White                            | 130            | 78%           | 130            | 52.85%        |
| LEP                              | 8              | 71.43%        | 8              | 33.34%        |
| Second Year of Monitoring        | 1              | 100%          | 1              | 100%          |
| Special Ed Indicator             | 57             | 62.75%        | 56             | 55.10%        |

|                                  | Spring 2020-2021 NWEA<br>Growth: <u>Math</u> 2-5 TX 2012,<br>Grade 05 |  | Spring 2020-2021 NWEA<br>Growth: <u>Reading</u> 2-5 TX 2017,<br>Grade 05 |  |
|----------------------------------|---|--|--|--|
|                                  | Total Students  | Winter to<br>Spring Met<br>Projected<br>Growth | Total Students   | Winter to<br>Spring Met<br>Projected<br>Growth |
|                                  |   | Growth   |  | Growth   |
| Jordan                           | 370   | 37.57%   | 368  | 56.45%   |
| Economic Disadvantage            | 110   | 35.92%   | 108  | 56.73%   |
| American Indian/Alaskan Native   | 1   | 0%   | 1  | 100%   |
| Asian                            | 5   | 20.00%   | 5  | 60.00%   |
| Black/African American           | 53  | 41.18%   | 54   | 57%  |
| Hispanic                         | 145   | 38.41%   | 142  | 55%  |
| Native Hawaiian/Pacific Islander | 1   | 0.00%  | 1  | 100%   |
| Two or More Races                | 28  | 36.00%   | 29   | 60.00%   |
| White                            | 137   | 37%  | 136  | 55.90%   |
| LEP                              | 5   | 20.00%   | 5  | 20.00%   |
| Second Year of Monitoring        | 2   | 50%  | 2  | 50%  |
| Special Ed Indicator             | 61  | 33.33%   | 62   | 64.28%   |

## Student Learning Strengths

Student Learning Strengths:

# School Processes & Programs

## School Processes & Programs Summary

Jordan Intermediates has a variety of processes in place. Some are highly effective and some are in need of re-evaluation and revision.

Such processes include:

- Response to Intervention (RtI)-identification of students who require more intensive intervention in the areas of Reading and/or Math. Student progress meetings are held every 6-8 weeks to review progress and make adjustments to their intervention plan.
- Special education-processes are in place to schedule students so that their unique needs are met and the appropriate level of support is provided.
- PLC processes-department processes in place for planning and data analysis to contribute to intentional planning of differentiated instruction tailored to the needs of each student.
- Discipline processes-processes are in place to address student behaviors and instill consistent consequences.
- PBIS processes-campuswide expectations have been established in order to contribute to a safe and orderly campus environment.

## School Processes & Programs Strengths

Jordan's master schedule allows for common planning times for most departments.

A common intervention/enrichment block is provided during the school day and allows for students to receive support in specific academic areas of need.

The campus Instructional Leadership Team allows for a collaborative approach to instructional decision-making.

A variety of campus leadership opportunities are available to build the capacity of staff members to lead campus initiatives.

Communities in Schools (CIS) is available to provide support to students (academically and social emotionally).



# Perceptions

## Perceptions Summary

The Workplace Dynamics Energage survey was administered to the Jordan Intermediate staff in March of 2021. The survey is designed to provide an overall perception of organizational health. Staff responded to statements in the areas of Alignment, Effectiveness, Connection and My Manager on a Likert Response Scale.

### Strengths

- **My Campus or Department Level Administrator cares about my concerns**  
My Campus or Department Level Administrator helps me learn and grow  
My job makes me feel like I am part of something meaningful
- 15/16 statements were higher than the district benchmark average.

### Opportunities for Improvement

- 1) District level administrators understand what is really happening at SCUC ISD.
- 2) Meetings at SCUC ISD make good use of my time.
- 3) SCUC ISD enables me to work at my full potential.

- 

6th Grade students at Jordan were administered a satisfaction survey in March of 2021. The survey is designed to provide the students' perceptions in a variety of areas to include: teacher/peer relationships, level of learning, and special programs.

### Strengths

- My principal is a good leader.
- My learning is important at my school.
- My teachers challenge me to think

### Opportunities for Improvement

- School is fun.
- Students show respect for each other at this school.
- My teachers ask me how I learn best.

Parents in SCUC ISD were administered a satisfaction survey in March of 2021. The survey is designed to provide the parents' perceptions in a variety of areas to include: communication, customer service, campus leadership, and effectiveness of special programs.

**Low parent participation rate this year due to COVID-19. Only 156 respondents.**

**Strengths**

- My child's learning is a high priority at this school
- My family is treated with respect at this school.
- School provides a safe environment for my child to learn.

**Opportunities for Improvement**

- I regularly receive feedback from school staff on how well my child is learning. (up from 3.66 to 3.74)
- I receive positive phone calls, notes or emails about my child from the school. (up from 3.82 to 3.96)
- My child is recognized for good work (up from 3.90 to 4.15)

**Perceptions Strengths**

**Strengths**

- **My Campus or Department Level Administrator cares about my concerns**  
My Campus or Department Level Administrator helps me learn and grow  
My job makes me feel like I am part of something meaningful
- 15/16 statements were higher than the district benchmark average.

**Strengths: Student Survey**

- My principal is a good leader.
- My learning is important at my school.
- My teachers challenge me to think

**Strengths: Parent Survey**

- My child's learning is a high priority at this school
- My family is treated with respect at this school.
- School provides a safe environment for my child to learn.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Peer relationships lack respect. **Root Cause:** Students are not provided explicit SEL instruction or enough opportunities to connect with their peers.

**Problem Statement 2:** Perception of parents indicates a need for increased communication. **Root Cause:** Opportunities to recognize students and communicate student successes to parents are not provided at a high enough level of frequency.

# Priority Problem Statements





# Goals

**Goal 1:** 86% of students in grades 5-6 will demonstrate reading on grade level based on STAAR assessment.  
 55% of students in grades 5-6 will meet expected growth on the EOY Math MAPS assessment.  
 53% of students in grades 5-6 will meet expected growth on the EOY Reading MAPS assessment

**Performance Objective 1:** 1.1 Reading scores in the Meets category at the 5th and 6th grade level will increase by 5% based on the STAAR Reading Assessment

**Evaluation Data Sources:** District Common Unit Assessments  
 Quarterly Progress Assessments  
 Universal Screeners (BOY/MOY, EOY)  
 Campus Benchmarks  
 Fidelity Checklists  
 % of students in RTI Tier 2 & 3  
 Panorama Data





| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 1. Develop key PLC processes for planning and data analysis</p> <p>2) Develop aligned department scorecards to include:<br/>           -a goal to address achievement of students in special education<br/>           -strategic actions that include reading across content areas</p> <p>3) Develop a systematic process for identification, intervention and monitoring of struggling learners at all levels</p> <p>4) Plan for intentional differentiation at the Tier 1 level based on short-cycle, formative assessment data</p> <p>5) Provide intentional weekly instruction in identified areas of Social Emotional Learning.</p> <p>6) Utilize State Compensatory Funds to provide opportunities for academic support to at-risk students.</p> <p>7) Utilize interventionist to provide academic support to at-risk students (salary paid from SCE)</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br/>           Campus Administration</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 1:** 86% of students in grades 5-6 will demonstrate reading on grade level based on STAAR assessment.  
 55% of students in grades 5-6 will meet expected growth on the EOY Math MAPS assessment.  
 53% of students in grades 5-6 will meet expected growth on the EOY Reading MAPS assessment

**Performance Objective 2:**





1.3 STAAR scores of students in the economically disadvantaged student population will be within 5% of "All" students as measured across all STAAR assessments.

| Strategy 1 Details  | Reviews                |     |     |           |
|---|------------------------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 1. Develop key PLC processes for planning and data analysis</p> <p>2) Develop aligned department scorecards to include:<br/>           -a goal to address achievement of students in special education<br/>           -strategic actions that include reading across content areas</p> <p>3) Develop a systematic process for identification, intervention and monitoring of struggling learners at all levels</p> <p>4) Plan for intentional differentiation at the Tier 1 level based on short-cycle, formative assessment data</p> <p>5) Provide intentional weekly instruction in identified areas of Social Emotional Learning.</p> <p>6) Utilize State Compensatory Funds to provide opportunities for academic support to at-risk students.</p> <p>7) Utilize interventionist to provide academic support to at-risk students (salary paid from SCE)</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br/>           Campus Administration</p> | Formative              |     |     | Summative |
|   | Nov                    | Jan | Mar | June      |
|   | Review cells are empty |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>  |                        |     |     |           |

**Goal 1:** 86% of students in grades 5-6 will demonstrate reading on grade level based on STAAR assessment.  
 55% of students in grades 5-6 will meet expected growth on the EOY Math MAPS assessment.  
 53% of students in grades 5-6 will meet expected growth on the EOY Reading MAPS assessment

**Performance Objective 3:** 1.4 STAAR scores of students with disabilities (special education) will be within 25 points of "All" students as measured across all STAAR assessments.

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 1. Develop key PLC processes for planning and data analysis</p> <p>2) Develop aligned department scorecards to include:<br/>           -a goal to address achievement of students in special education<br/>           -strategic actions that include reading across content areas</p> <p>3) Develop a systematic process for identification, intervention and monitoring of struggling learners at all levels</p> <p>4) Plan for intentional differentiation at the Tier 1 level based on short-cycle, formative assessment data</p> <p>5) Provide intentional weekly instruction in identified areas of Social Emotional Learning.</p> <p>6) Utilize State Compensatory Funds to provide opportunities for academic support to at-risk students.</p> <p>7) Utilize interventionist to provide academic support to at-risk students (salary paid from SCE)</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br/>           Campus Administration</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 2:** 75% of participants will respond in the top 3 (of 7) scoring bands in workforce satisfaction on SCUC annual survey.




**Goal 3:** 80% of respondents will indicate satisfaction on SCUC ISD Student Satisfaction Survey.


80% of respondents will indicate satisfaction on SCUCISD Parent Satisfaction Survey.


**Performance Objective 1:** 3.1 The mean score of students responding to the statement..."Students show respect for each other at this school" will increase from 3.26 to 3.50


**Evaluation Data Sources:** Panorama results  
Student survey data

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 1) Utilize Campus Culture Committee (CCC) to build Transformative Teacher Leaders that will foster equity and a sense of belonging in each classroom.</p> <p>2) Incorporate weekly SEL lessons that address cultural diversity, school pride and "Traits of a Graduate."</p> <p>3) Recognize students for positive behavior choices aligned with the "Traits of a Graduate."</p> <p>4) Employ a restorative problem-solving approach to working with students in conflict.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br/>Campus Administration</p> | Formative |     |     | Summative |
|   | Nov       | Jan | Mar | June      |
|   |           |     |     |           |

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Goal 3:** 80% of respondents will indicate satisfaction on SCUC ISD Student Satisfaction Survey.

80% of respondents will indicate satisfaction on SCUCISD Parent Satisfaction Survey.





**Performance Objective 2:** 3.2 Average attendance percentage for the year will be at or above 97%.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> 1) Incorporate weekly SEL lessons that address the "Traits of a Graduate" and specific SEL themes.</p> <p>2) Utilize Campus Culture Committee (CCC) to build Transformative Teacher Leaders that will foster equity and a sense of belonging in each classroom.</p> <p>3) Recognize students for positive behavior choices aligned with the "Traits of a Graduate."</p> <p>4) Employ a restorative problem-solving approach to working with students in conflict.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br/>Campus Administration</p> | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |     |           |

**Goal 3:** 80% of respondents will indicate satisfaction on SCUC ISD Student Satisfaction Survey.

80% of respondents will indicate satisfaction on SCUCISD Parent Satisfaction Survey.

**Performance Objective 3: 3.3** The mean score of parents responding to the statement "I regularly receive feedback from school staff on how well my child is learning" will increase from 3.66 to 4.0

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <b>Strategy 1:</b> 1) Use Class Dojo as a means of frequent, positive communication with parents.<br>2) Administer quarterly surveys to parents to provide opportunities for feedback.<br>3) Notify parents of student recognition for positive behavior choices.<br>4) Implement a system for intentional communication to enhance contact with parents of all students on a cyclical basis.<br><b>Staff Responsible for Monitoring:</b> Classroom Teachers<br>Campus Administration  | Formative |     |     | Summative |
|  | Nov       | Jan | Mar | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

# State Compensatory

## Personnel for Barbara C. Jordan Intermediate

| <u>Name</u>      | <u>Position</u> | <u>FTE</u> |
|------------------|-----------------|------------|
| Christina Grimes | Interventionist | 0          |

# Addendums

**Jordan Intermediate  
20-21 Professional Development Plan**

Learning Framework

| Need Identified  | CIP Goal/Activity Number | Professional Development Planned | Notes:  | When will this training occur?            |
|--|--------------------------|----------------------------------|---|---|
| (Any needs not aligned with the Learning Framework would go here; if none, delete this section and move to the areas listed below) |                          |                                  |   |   |
|  |                          |                                  |   |   |
|  |                          |                                  |   |   |
| Aligned Curriculum and Assessment  | Goal 1, Strategies 1-4   | High Impact PLCs                 | Continuance of the 19-20 foundational PLC work focused on:<br>-short cycle formative assessments to intentionally plan for differentiated instruction<br>-data analysis and action planning | Monthly via Leadership Team work sessions |
|  |                          |                                  |   |   |
|  |                          |                                  |   |   |
| Learner Centered Environment   |                          |                                  |   |   |
|  |                          |                                  |   |   |
|  |                          |                                  |   |   |
| Relevant and Flexible Pedagogy   | Goal 1, Strategies 1-4   | High Impact PLCs                 | Continuance of the 19-20 foundational PLC work focused on:<br>-short cycle formative assessments to intentionally plan for differentiated instruction                                       | Monthly via Leadership Team work sessions |
|  |                          |                                  |   |   |

|                             |  |                           |   |                                      |
|-----------------------------|--|---------------------------|---|--------------------------------------|
|                             |  |                           |   |                                      |
| Safe and Caring Environment | Goal 3<br>(Student Satisfaction)<br>Strategies 1-3 | Safe and Civil Schools    | Continuance of the work of the PBIS/CCC committee (started in February 2019)  | Monthly via PBIS/CCC committee (TOT) |
|                             |  | Transformative Leadership | Use CCC to provide info/PD in the areas of 1) Culturally Responsive Leadership 2) Intellectual Empathy and 3) Allieship | Monthly via PBIS/CCC committee (TOT) |
|                             |  |                           |   |                                      |