

Schertz-Cibolo Universal City Independent School District
Barbara C. Jordan Intermediate
Campus Improvement Plan
2020-2021

Mission Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic Distribution (campus count; campus %, district %, state %): African American 91 12.3% 11.5% 12.6% Hispanic 307 41.6% 42.1% 52.6% White 279 37.8% 37.1% 27.4% American Indian 5 0.7% 0.3% 0.4% Asian 6 0.8% 1.9% 4.5% Pacific Islander 1 0.1% 0.3% 0.2% Two or More Races 49 6.6% 6.6% 2.4% Economically Disadvantaged 191 25.9% 29.9% 60.6% Non-Educationally Disadvantaged 547 74.1% 70.1% 39.4% Section 504 Students 106 14.4% 8.6% 6.5% English Learners (EL) 11 1.5% 4.0% 19.5% Students w/ Disciplinary Placements (2017-18) 0 0.0% 0.7% 1.4% Students w/ Dyslexia 43 5.8% 4.1% 3.6% At-Risk 291 39.4%

Students with Disabilities by Type of Primary Disability: Total Students with Disabilities 89 By Type of Primary Disability (campus count; campus %, district %, state %)
Students with Intellectual Disabilities 34 38.2% 35.4% 42.4% Students with Physical Disabilities 14 15.7% 22.2% 21.9% Students with Autism 16 18.0% 16.9% 13.7% Students with Behavioral Disabilities 25 28.1% 25.0% 20.6% Students with Non-Categorical Early Childhood 0 0.0%

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

5th GRADE	Subject	Approaches	Meets	Masters	Eco Dis	Sped
2019	Reading	86 (after 2 nd)				
2018	Reading	87 (after 2 nd)	60	27	76	40
2019	Math	89 (after 2 nd)				
2018	Math	91 (after 2 nd)	62	30	82	69
2019	Science	73	47	25	60	26
2018	Science	78	39	12	65	23

6th GRADE	Subject	Approaches	Meets	Masters	Eco Dis	Sped
2019	Reading	77	46	22	63	28
2018	Reading	80	43	20	70	32
2019	Math	92	75	43	84	45
2018	Math	92	69	32	87	48

Special Populations (*across all tests)

Year	Sped	EcoDis
2016	60%	80%
2017	46%	76%
2018	51%	76%

Special Education-Progress

	% Approaches	% of STAAR Failures Meeting Progress Measure
5 th Math	35%	52%
5 th Reading	19%	21%
6 th Math	45%	45%
6 th Reading	28%	14%

Student Learning Strengths

A-F

	Domain 1 Student Achievement	Domain 2A School Progress	Domain 2B Relative Perf (Eco Dis)	Domain 3 Closing the Gaps	Overall
2019	87 B	80 B	70C	82 B	86 B
2018	85	75	66	82	84

Strengths:

-Scores in all 4 domains of A-F increased.

-Student performance at the "Meets" and "Masters" level in 5th grade Science and 6th grade Reading and Math is increasing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in Special Education are not making expected progress on STAAR assessments **Root Cause:** Scheduling of students in special education is not intentional enough to meet the various academic needs.

Problem Statement 2: Student performance in Reading has not increased in 5 years. **Root Cause:** Students are not provided opportunities for reading support outside of the ELAR classroom.

Problem Statement 3: The achievement gap between students in the economically disadvantaged population and "All" students is not closing. **Root Cause:** Progress of students in this population is not specifically monitored.

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).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Special education students are not making expected progress. **Root Cause:** There is a lack of key processes to guide quality instruction of students in special education.

Problem Statement 2: Campus departments do not collaborate across content. **Root Cause:** Interdepartmental collaboration has not been a priority.

Perceptions

Perceptions Summary

The Workplace Dynamics Energage survey was administered to the Jordan Intermediate staff in March of 2020. 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 manager cares about my concerns.
- My manager makes it easy to do my job well.
- My manager helps me learn and grow.
- SCUC operates by strong values.
- Every survey statement increased in the percentage of participants that responded in the top 3 scoring bands.
- Every survey statement was higher than the district average.

Opportunities for Improvement

- Meetings at SCUC ISD make good use of my time.
- Senior managers understand what is really happening at SCUC ISD.
- There is good interdepartmental cooperation in SCUC.

6th Grade students at Jordan were administered a satisfaction survey in March of 2020. 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

- I like going to my school each day.
- I set learning goals and track my progress.
- Students show respect for each other at this school.

Parents in SCUC ISD were administered a satisfaction survey in March of 2020. 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

Strengths

- My child's learning is a high priority at this school
- My family is treated with respect at this school.
- The school is clean and well maintained.

Opportunities for Improvement

- I regularly receive feedback from school staff on how well my child is learning.
- I receive positive phone calls, notes or emails about my child from the school.
- I am satisfied with the Gifted and Talented programs in the school district.

Perceptions Strengths

Strengths: Staff Survey

- My manager cares about my concerns.
- SCUC operates by strong values.
- New ideas are encouraged at SCUC ISD

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.
- The school is clean and well maintained.

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.

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

Summative Evaluation: None

<p>Strategy 1: 1. Develop key PLC processes for planning and data analysis</p> <p>2) Develop aligned department scorecards to include: -a goal to address achievement of students in special education -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>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p>	Reviews			
	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.

Performance Objective 2: 1.2 The Domain 2 score (A-F) will increase by 5 points based on student growth across all STAAR assessments.

<p>Strategy 1: 1. Develop key PLC processes for planning and data analysis</p> <p>2) Develop aligned department scorecards to include: -a goal to address achievement of students in special education -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>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p>	Reviews			
	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.

Performance Objective 3:





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.

<p>Strategy 1: 1. Develop key PLC processes for planning and data analysis</p> <p>2) Develop aligned department scorecards to include: -a goal to address achievement of students in special education -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>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p>	Reviews			
	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.

Performance Objective 4: 1.4 STAAR scores of students with disabilities (special education) will be within 35 points of "All" students as measured across all STAAR assessments.

<p>Strategy 1: 1. Develop key PLC processes for planning and data analysis</p> <p>2) Develop aligned department scorecards to include: -a goal to address achievement of students in special education -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>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress		 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.

Performance Objective 1: 2.1 75% of participants will respond in the top 3 (of 7) scoring bands to the statement, "There is good interdepartmental cooperation at SCUC."

Evaluation Data Sources: Rounding responses
 Quarterly survey data
 Annual Workplace Dynamics Survey data

Summative Evaluation: None

Strategy 1: 1) Utilize employee rounding to identify and address campus strengths and opportunities 2) Administer quarterly "in-house surveys to gauge staff satisfaction and overall campus culture 3) Utilize the "Start, Stop, Continue" protocol to obtain and respond to staff feedback. 4) Use ILT meetings and Professional Development days to share/plan cross-curricular strategies that will enhance campus instructional goals. 5) Develop key processes to ensure consistent communication and adherence to operational and instructional (PLC) expectations. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration Teacher Leaders (ILT)	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  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 1: 3.1 The mean score of students responding to the statement..."Students show respect for each other at this school" will increase from 2.79 to 3.5


Evaluation Data Sources: Panorama results
Student survey data

Summative Evaluation: None

<p>Strategy 1: 1) Utilize Campus Culture Committee (CCC) to build Transformative Teacher Leaders that will foster 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>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 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%.

<p>Strategy 1: 1) Incorporate weekly SEL lessons that address the "Traits of a Graduate" and specific SEL themes.</p> <p>2) Recognize students for positive behavior choices aligned with the "Traits of a Graduate."</p> <p>3) Employ a restorative problem-solving approach to working with students in conflict.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 3: The mean score of students responding to the statement "I set learning goals to track my progress" will increase from 3.49 to 3.60

Evaluation Data Sources: Student survey data
District and state assessment data (of pilot group)

Summative Evaluation: None

Strategy 1: Utilize campus teams/volunteers to pilot student data tracking and create a model to use for year 2 implementation. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Classroom teachers (pilot group) Campus Administration	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  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 4: 3.4 The mean score of parents responding to the statement..."My child is recognized for good work and behavior at this school" will increase from 3.85 to 4.0.





<p>Strategy 1: 1) Recognize students for positive behavior choices aligned with the "Traits of a Graduate."</p> <p>2) Use Class Dojo as a means of frequent, positive communication with parents.</p> <p>3) Administer quarterly surveys to parents to provide opportunities for feedback.</p> <p>4) Notify parents of student recognition for positive behavior choices.</p> <p>5) Implement a system for intentional communication to enhance contact with parents of all students on a cyclical basis.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  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 5: 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 3.58 to 3.85

<p>Strategy 1: 1) Use Class Dojo as a means of frequent, positive communication with parents.</p> <p>2) Administer quarterly surveys to parents to provide opportunities for feedback.</p> <p>3) Notify parents of student recognition for positive behavior choices.</p> <p>4) Implement a system for intentional communication to enhance contact with parents of all students on a cyclical basis.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Barbara C. Jordan Intermediate

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karen Von Buettner	Interventionist	RtI	

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: -short cycle formative assessments to intentionally plan for differentiated instruction -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: -short cycle formative assessments to intentionally plan for differentiated instruction	Monthly via Leadership Team work sessions

Safe and Caring Environment	Goal 3 (Student Satisfaction) 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)