

**Fort Bend Independent School District**

**Jordan Elementary**

**2023-2024 Campus Improvement Plan**



# Mission Statement

**FBISD** exists to inspire and equip all students to pursue futures beyond what they can imagine.

Through meaningful educational experiences, **Barbara Jordan Elementary** will nurture and empower all students to become their best selves.

## Vision

**FBISD** exists to inspire and equip all students to pursue futures beyond what they can imagine.

**Barbara Jordan Elementary:**

**We are learners.**

**We are compassionate and kind.**

**We are...the leaders of the future.**

# Table of Contents

|   |    |
|---|----|
| Comprehensive Needs Assessment  | 4  |
| Needs Assessment Overview   | 4  |
| Demographics  | 5  |
| Student Learning  | 7  |
| School Processes & Programs   | 10 |
| Perceptions   | 12 |
| Priority Problem Statements   | 13 |
| Comprehensive Needs Assessment Data Documentation   | 14 |
| Goals   | 16 |
| Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students   | 16 |
| Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working  | 20 |
| Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff   | 22 |
| Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community | 23 |
| Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement   | 25 |
| State Compensatory  | 26 |
| Budget for Jordan Elementary  | 26 |
| Addendums   | 27 |

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Campus Planning Advisory Committee met on April 27, 2023 at 4:00 p.m. and again on June 6, 2023 at 1:00 p.m. to develop the CNA. The meetings were held in the campus library. Outlook invites were sent to CPAC members. Select campus staff members of the CPAC attended a final district level training regarding Campus Improvement Planning procedures on June 15, 2023. We plan to meet with the campus leadership team members again on July 27, 2023. CPAC meetings are scheduled for October 25, 2023, February 1, 2024 and May 2, 2024, to review and revise the CNA as needed. Parents can access the CNA on our campus website as well as our campus newsletter.

At the first meeting on April 27, 2023 CPAC reviewed the purpose of a CNA and agreed upon the data to review. At the second meeting on June 7, 2023 the CPAC reviewed the listed data and prioritized the information into strengths and problems. A Root Cause Analysis was completed on the problem areas. The team came to a consensus on three main priorities:

- Student Achievement
- Behavior
- Parent and Family Engagement

**Parent and Family Engagement Policy** is located on our campus website, the front office and the parent center. The TPAC meets annually to review, revise and edit the Parent and Family Engagement Policy. Parents are provided with the PFE policy at our annual campus Title 1 Parent Nights - Please see addendum for full PFE policy

# Demographics

## Demographics Summary

Barbara Jordan Elementary is a true neighborhood school nestled between two neighborhoods in Richmond, Texas. Barbara Jordan has an enrollment of 498 students. Barbara Jordan Elementary is a true reflection of the diverse community that we serve, and we cultivate a climate and culture in which we embrace diversity and strive to highlight how it enhances our stakeholders' lives. We provide a well-rounded learning experience by building partnerships with all stakeholders and engaging in collaborative processes which support students' success and encourage parental engagement. The mobility rate of the campus is relatively low. Of the 498 students, the following populations were represented:

Our student population is as follows: Hispanic, African American, Asian, White, Native American and students with two or more races. Our population is comprised of a variety of learners including General Education Students, Special Education Students, 504 students, Emergent Bilingual Students and Gifted and Talented students. We serve a large population of Special Education students since our student body is comprised of four specialized programs which include: ABC, SAILS, ECSE3 and ECSE4. Our commitment to excellence ensures that we continuously monitor and address the needs of our At-Risk population. Our commitment to educating the whole child demonstrates how much we value the role education plays in enriching the lives of our administrators, teachers, students, and their families.

| Gender                             |     |        |
|------------------------------------|-----|--------|
| Female                             | 257 | 51.61% |
| Male                               | 241 | 48.39% |
| Ethnicity                          |     |        |
| Hispanic-Latino                    | 160 | 32.13% |
| Race                               |     |        |
| American Indian - Alaskan Native   | 3   | 0.60%  |
| Asian                              | 97  | 19.48% |
| Black - African American           | 177 | 35.54% |
| Native Hawaiian - Pacific Islander | 0   | 0.00%  |
| White                              | 40  | 8.03%  |
| Two-or-More                        | 21  | 4.22%  |

## Demographics Strengths

Our school diversity allows students to experience unique perspectives that teaches them respect and acceptance of others. We value students' diverse backgrounds and experiences, and believe in building relationships with students and connecting learning to their unique backgrounds and experiences.

Our campus events are generally well attended by parents and the community. BJE teachers and staff work hard to build relationships. Our students feel safe at school and our parents feel welcomed. In the 2022-2023 school year PTO was reestablished. Students were able to participate in a variety of clubs on campus

which included: Art Club, Choir, Robotics, UIL Participation, Pep Squad, Cheer, Student Council and National Honor Society.

Our school offers a variety of events throughout the year, including: Meet the Teacher, Parent Information Night, Awards Ceremonies, Hispanic Heritage Month Celebration, Black History Program, Turkey Trot, Trunk or Treat, Literacy and Math Night. Classes are offered weekly by our Parent Educator.

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

**Problem Statement 1 (Prioritized):** Discipline data indicates specific grade levels/teachers with above average discipline referrals. **Root Cause:** Lack of consistency in implementing PBIS and building relationships. Teachers need additional knowledge/tools to manage challenging behaviors.

**Problem Statement 2:** In 22-23 attendance rates grew at BJE, however, the attendance rate is below the district of 96%. **Root Cause:** Increased parents communication needed regarding the impact of absences.

# Student Learning

## Student Learning Summary

Barbara Jordan Elementary Students have shown growth as evidenced through STAAR, BAS and REN Data. Barbara Jordan Elementary earned a 2022 TEA Rating of an A as a result of our 3rd through 5th grade performance on STAAR. Barbara Jordan Elementary earned 2 distinctions- Academic Achievement in English Language Arts/Reading and Post Secondary Readiness.

2023 STAAR Data will be available in the FALL of 2023.

| 3rd Reading            | 2019 | 2021 | 2022 | 2023 | 4th Reading            | 2019 | 2021 | 2022 | 2023 | 5th Reading            | 2019 | 2021 | 2022 | 2023 | 5th Science            | 2019 | 2021 | 2022 | 2023 |
|------------------------|------|------|------|------|------------------------|------|------|------|------|------------------------|------|------|------|------|------------------------|------|------|------|------|
| At or Above Approaches | 80%  | 70%  | 79%  | *    | At or Above Approaches | 79%  | 66%  | 76%  | *    | At or Above Approaches | 85%  | 81%  | 93%  | *    | At or Above Approaches | 69%  | 59%  | 75%  | *    |
| Meets or Above         | 42%  | 47%  | 41%  | *    | Meets or Above         | 47%  | 42%  | 49%  | *    | Meets or Above         | 61%  | 47%  | 77%  | *    | Meets or Above         | 39%  | 23%  | 45%  | *    |
| Masters or Above       | 33%  | 25%  | 20%  | *    | Masters or Above       | 27%  | 20%  | 36%  | *    | Masters or Above       | 37%  | 34%  | 55%  | *    | Masters or Above       | 15%  | 4%   | 16%  | *    |
|                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| 3rd Math               | 2019 | 2021 | 2022 | 2023 | 4th Math               | 2019 | 2021 | 2022 | 2023 | 5th Math               | 2019 | 2021 | 2022 | 2023 |                        |      |      |      |      |
| At or Above Approaches | 92%  | 74%  | 73%  | *    | At or Above Approaches | 73%  | 56%  | 62%  | *    | At or Above Approaches | 93%  | 62%  | 85%  | *    |                        |      |      |      |      |
| Meets or Above         | 54%  | 46%  | 46%  | *    | Meets or Above         | 57%  | 32%  | 39%  | *    | Meets or Above         | 69%  | 28%  | 50%  | *    |                        |      |      |      |      |
| Masters or Above       | 29%  | 25%  | 32%  | *    | Masters or Above       | 35%  | 12%  | 15%  | *    | Masters or Above       | 47%  | 17%  | 36%  | *    |                        |      |      |      |      |
|                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| ALL Students Reading   | 2019 | 2021 | 2022 | 2023 |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| At or Above Approaches | 81%  | 73%  | 82%  | *    |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| Meets or Above         | 50%  | 46%  | 58%  | *    |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| Masters or Above       | 32%  | 26%  | 36%  | *    |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| ALL Students Math      | 2019 | 2021 | 2022 | 2023 |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| At or Above Approaches | 86%  | 64%  | 73%  | *    |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| Meets or Above         | 60%  | 36%  | 48%  | *    |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| Masters or Above       | 37%  | 18%  | 28%  | *    |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| ALL Students Science   | 2019 | 2021 | 2022 | 2023 |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| At or Above Approaches | 69%  | 58%  | 75%  | *    |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| Meets or Above         | 35%  | 33%  | 45%  | *    |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |
| Masters or Above       | 15%  | 4%   | 16%  | *    |                        |      |      |      |      |                        |      |      |      |      |                        |      |      |      |      |

## Discipline Reports

| OFFENSE_DESC                   | COUNT_OF_DISTINCT_INCIDENT |
|--------------------------------|----------------------------|
| Disrupt Behavior               | 17                         |
| Disrupt Education Environment  | 4                          |
| Fighting/Mutual Combat         | 2                          |
| Inappropriate Physical Contact | 6                          |
| Look Alike Weapon              | 1                          |
| Referral Dismissed             | 2                          |
| Safety Rule Violation          | 1                          |
| Teacher Referral               | 40                         |
| Terroristic Threat             | 2                          |

| Significant Disproportionality (DVM Method)                  |        |
|--|--------|
| Calculates for data visible on Discipline Report Details tab |        |
| Ent:   |        |
| 141  | Native |

|   | Black or African American | American Indian or Alaskan Native | Asian | Hispanic | 2 or More Races | Hawaiian or Other Pacific Islander | White | Total |
|---|---------------------------|-----------------------------------|-------|----------|-----------------|------------------------------------|-------|-------|
| Student Count   | 213                       | 2                                 | 97    | 170      | 22              | 0                                  | 36    | 540   |
| Filter Count  | 46                        | 0                                 | 11    | 18       | 1               | 0                                  | 1     | 77    |
| Disproportionality Rate   | 1.5                       | NA                                | 0.8   | 0.7      | 0.3             | NA                                 | 0.2   |       |
| Legend  |                           |                                   |       |          |                 |                                    |       |       |
| 0.0 to 0.7 Under-represented  |                           |                                   |       |          |                 |                                    |       |       |
| 0.7+ to 1.3 Proportional  |                           |                                   |       |          |                 |                                    |       |       |
| 1.3+ to 2.0 Over-represented  |                           |                                   |       |          |                 |                                    |       |       |
| 2.0+ Significantly over-represented   |                           |                                   |       |          |                 |                                    |       |       |
| Disproportionality Rate calculated using the DVM method (Ethnic Group Rate/All Students Rate) |                           |                                   |       |          |                 |                                    |       |       |

| Significant Disproportionality (RDA Method)   |                           |                                   |       |          |                 |   |       |       |
|---|---------------------------|-----------------------------------|-------|----------|-----------------|---|-------|-------|
| Calculates for data visible on <a href="#">Discipline Report Details</a> tab                    |                           |                                   |       |          |                 |   |       |       |
| Ent:  | Black or African American | American Indian or Alaskan Native | Asian | Hispanic | 2 or More Races | Native Hawaiian or Other Pacific Islander | White | Total |
| 141   |                           |                                   |       |          |                 |   |       |       |
| Student Count   | 213                       | 2                                 | 97    | 170      | 22              | 0   | 36    | 540   |
| Filter Count  | 46                        | 0                                 | 11    | 18       | 1               | 0   | 1     | 77    |
| Disproportionality Rate   | 2.3                       | NA                                | 0.8   | 0.7      | 0.3             | NA  | 0.2   |       |
| Legend  |                           |                                   |       |          |                 |   |       |       |
| 0.0-1.9   |                           |                                   |       |          |                 |   |       |       |
| 2.0-2.4   |                           |                                   |       |          |                 |   |       |       |
| 2.5+  |                           |                                   |       |          |                 |   |       |       |
| Disproportionality Rate calculated using the RDA method (Ethnic Group Rate/Other Students Rate) |                           |                                   |       |          |                 |   |       |       |

## Student Learning Strengths

2nd-5th grade students performed higher than the district on Reading Ren360 and showed more growth on the REN360 compared to the district.

4th grade reading and 5th grade math showed growth in all levels of mastery, meets, and approaches from STAAR 2022 to the current year on the STAAR Interim.

## EOY Circle Data

- 90% of PK students are on track for letter sound correspondence
- 76% are on track for syllabication which was the PK SLO
- 78% of PK students are on track for rote counting

## K-5 Data Strengths

- EOY Reading BAS scores show that 47% of Kinder students mastered EOY reading levels and 53% of Kinder students are approaching Kinder level expectations
- 1st and 2nd grade students started the year significantly "below" grade level expectations, but they have shown substantial growth throughout the year according to REN data

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Lack of growth/overall achievement demonstrated on STAAR Math, Science and Reading when compared to 2021-2022 STAAR Performance Data. **Root Cause:** Teachers are not teaching with the expected level of rigor in reading, math, and science to ensure that students reach mastery level. With the STAAR Redesign, teachers need additional professional learning on teaching Extended Constructed Response. Guided math and reading practices are inconsistent.

**Problem Statement 2 (Prioritized):** Teachers are not teaching with fidelity due to lack of knowledge of grade level standards (in all grades) and the level of rigor necessary for success. **Root Cause:** There is a lack of teacher clarity in learning best instructional practices across the core subjects.

# School Processes & Programs

## School Processes & Programs Summary

### Personnel:

Barbara Jordan Elementary provides all instructional programs required by the district. The campus follows the curriculum located in Schoology. Our campus has one team leader per grade level (PK-5, SpEd, instructional coaches, specialists, and outclass teams). There is one principal, one assistant principal, a campus compliance coordinator, and a counselor. Barbara Jordan Elementary has a leadership team that is made up of the coaches, specialists, counselor, and administrative team. Our campus has district required faculty committees and campus-based faculty committees all led by staff members and/or administrators.

Barbara Jordan Elementary retains highly qualified staff. However, because of the teacher shortage, the campus hired four uncertified teachers. In addition, the campus started the year with subs in the classroom. Staff typically resign from Barbara Jordan to seek promotions, retirement or obtain a position closer to home. The campus is located at the far northwest side of the district. The location of the campus poses a challenge when hiring. As teachers retire or promote, we will recruit and retain new teachers and train them to continue the high standards of excellence at Barbara Jordan Elementary. We will recruit staff through the FBISD Job Fairs, TALEO, and professional recommendations. New teachers with zero years of experience will be assigned a TAPP mentor to help ensure they have a structured support system.

### Professional Practices:

Grade level PLC and SST meetings are held on a regular schedule to ensure the curriculum is implemented with fidelity as well as to analyze data to determine next steps and needed student interventions. Teachers implement the appropriate instructional model for each content area and understand how to use formative assessment to guide their instructional decisions and next steps. Teachers, instructional coaches, specialists, and administrators collaborate during PLC meetings to identify areas of needed improvement and to celebrate strengths and accomplishments. Walk-throughs are completed throughout the year, and data is analyzed to ensure teachers are on track with the curriculum. Regular feedback concerning instruction is provided to teachers via walk-through, conferences, T-TESS, CSTs and PLC meetings to identify strengths and areas of improvement. Campus Based Assessments are given and data is analyzed during PLC.

### Organizational and Administrative:

Barbara Jordan Elementary administrators understand the importance of structured systems to support teachers and staff in providing a quality educational program to all students. Therefore, administrators regularly provide feedback and communicate expectations and/or pertinent information via PLC meetings, email, team leader meetings, faculty meetings, weekly Jordan Journal, PLC meetings, T-TESS observations, walk-throughs, etc. Based on this, teachers and staff provide instructional opportunities for students that are differentiated, research-based, and aligned to the curriculum. Identified At-risk students are discussed in Student Support Team meetings with teachers, administrators, coaches and specialists to review progress monitoring data, determine tier 2 and 3 interventions, and identify next steps for individual students. The master schedule has embedded PLC and intervention time (Wolverine Academy) to protect and increase teachers' planning times and to minimize disruption to the instructional day. All PLC meetings will be conducted daily from 2:15-3:25 on a rotating basis for all grade levels. During this time, outclass teachers will support students in various content areas that the classroom teacher has planned while classroom teachers are meeting in PLC. The counselor will work with students on Core Essentials, Mental Health Trainings, No Place for Hate

Activities, Health and Wellness Activities, etc.

### **School Processes & Programs Strengths**

Barbara Jordan Elementary implements intervention/enrichment daily during Wolverine Academy- a scheduled 45-minute block. Students are pulled in small groups from their grade level to give additional intervention/enrichment opportunities. Students will be pulled to target specific skills needed in reading and math, tutorials for HB4545 to close learning gaps based on STAAR data, project-based learning, and science instruction.

Barbara Jordan's Pre-kindergarten program has been successful. Circle data indicates students are making year's progress and showing continued growth throughout the school year.

During campus professional development, teams have the opportunity to engage in rigorous learning opportunities and instructional strategies given by the leadership team and specialists.

Barbara Jordan has a new PTO that plans activities to engage in partnerships with the community. BJE students participate in several after school clubs. Stakeholders take an active role in our school activities.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students individualized needs are not being met therefore they are not progressing at the expected growth rate. **Root Cause:** Teacher not utilizing Wolverine Academy time effectively to provide Tier II and Tier III interventions and enrichment.

**Problem Statement 2:** Students are not progressing as expected throughout the school year across core subjects. **Root Cause:** Teachers are not using data from pre and post assessments to drive whole group and small group instruction.

**Problem Statement 3:** Every class does not have a fully certified or highly-qualified teacher for all teaching positions. **Root Cause:** There is a national teacher shortage.

# Perceptions

## Perceptions Summary

Barbara Jordan Elementary is a neighborhood school that was opened in 2002 and serves 510 students in grades PK - 5th. There is a welcoming, family-oriented culture that infiltrates staff, student, and the school community. Barbara Jordan Elementary is an essential part of the community and there is a true sense of family and commitment to excellence in education of our students. Administrators have an open-door policy and are approachable to all stakeholders, including teachers, parents, and students. All stakeholders work collaboratively to foster a loving and supportive environment for students to grow. Students at Barbara Jordan feel supported and trust their teachers. Students feel loved and cared for. They believe that there are adults on campus that they are comfortable going to when they have an problem. According to the student engagement survey students felt

Student attendance has been a challenge this year for our primary grade levels. Our primary grades (PK, KG, and 1st) had the lowest attendance rates. Although they were still in the 90s it was below the district goal of 96%. Our attendance/PBIS committee will continue to develop different incentive and celebrations for those students that are in attendance each day. We will also communicate with the parents the importance of their child coming to school.

Parents participate in all of our campus activities. There is a high attendance rate at all campus events. Our PTO is active and provide opportunities for family engagement. We continue to struggle with volunteers for campus events.

## Perceptions Strengths

Strengths:

- Campus is welcoming to parents.
- Parents are eager to be involved in campus and Parent Center events.
- School leaders listen and are responsive when there are concerns.
- Families are kept informed by the school.
- Teachers are honest and care about me as a person and not just a student.
- Students are treated fairly.
- Schoolwork is meaningful and relevant.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents stated on the school survey that teachers are not meeting the needs of their students to effectively grow them. **Root Cause:** Teachers are not effectively utilizing data to provide whole group and small group instruction to meet the needs of all learners.

**Problem Statement 2:** Parents don't feel informed about student progress. **Root Cause:** Teachers are not effectively communicating student progress.

# Priority Problem Statements

**Problem Statement 1:** Lack of growth/overall achievement demonstrated on STAAR Math, Science and Reading when compared to 2021-2022 STAAR Performance Data.

**Root Cause 1:** Teachers are not teaching with the expected level of rigor in reading, math, and science to ensure that students reach mastery level. With the STAAR Redesign, teachers need additional professional learning on teaching Extended Constructed Response. Guided math and reading practices are inconsistent.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students individualized needs are not being met therefore they are not progressing at the expected growth rate.

**Root Cause 2:** Teacher not utilizing Wolverine Academy time effectively to provide Tier II and Tier III interventions and enrichment.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Teachers are not teaching with fidelity due to lack of knowledge of grade level standards (in all grades) and the level of rigor necessary for success.

**Root Cause 3:** There is a lack of teacher clarity in learning best instructional practices across the core subjects.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Discipline data indicates specific grade levels/teachers with above average discipline referrals.

**Root Cause 4:** Lack of consistency in implementing PBIS and building relationships. Teachers need additional knowledge/tools to manage challenging behaviors.

**Problem Statement 4 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By June 2024, Barbara Jordan Elementary will improve student readiness in literacy, numeracy and science instruction through TIER 1 instruction that is responsive to ALL students' needs as evidenced through the indicators of success.

## High Priority

**Indicators of Success:** Formative Evidence:

- \*By October 2023, December 2023, and February 2024, increase the percentage of classrooms aligned to the instructional model by 5%
- \*By October 2023, December 2023, and February 2024, increase the alignment to campus focus for small group instruction/targeted interventions by 3%
- \*Increasing teachers' usage of small group data binders to collect progress monitoring data with fidelity and using it to deliver Targeted Intervention
- \*From BOY to MOY, Increase student growth on REN360 at/above benchmark performance by 5% for each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)
- \* By October 2023, 100% of identified GT students will have an academic and effective co-constructed SMART goal in their GT Learning Plan.

Summative Evidence:

- \*By May 2024, increase performance on STAAR Meets Grade Level performance in Reading by 3%
- \*By May 2024, increase performance on STAAR Meets Grade Level performance in Math by 3%
- \*By May 2024, increase performance on STAAR Meets Grade Level performance in Science from 3%
- \*By May 2024, increase percentages of students meeting SGP from BOY to EOY Ren360 Reading by 3%
- \*By May 2024, increase percentages of students meeting SGP from BOY to EOY Ren360 Math by 3%
- \* By May 2024, 100% of GT students and teachers will reflect and review the progress of individualized SMART goals and adjust as needed.

| Strategy 1 Details   | Reviews  |  |  |           |
|--|--|--|--|-----------|
| <p><b>Strategy 1:</b> Teachers will implement small group instruction through the Reading and Math workshop models. Anecdotal notes will be captured by the teacher in their small group binders, which will provide reference points for future lessons/intervention/enrichment, provide guidance for student groupings with a focus on at risk, Emergent Bilingual and GT students, and provide evidence of data collection to be used during SSTs.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Growth and Achievement<br/>Change of instructional practices<br/>Targeted Interventions</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Math and ELAR ICs<br/>Interventionists<br/>Teachers</p> <p><b>Title I:</b><br/>2.4, 2.5, 2.6, 4.1, 4.2<br/>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative  |  |  | Summative |
|  | Oct  | Dec  | Feb  | June      |
|  |   |   |   |           |
| Strategy 2 Details   | Reviews  |  |  |           |
| <p><b>Strategy 2:</b> Implementation of teaching for clarity protocols will be implementing - to improve Tier I instruction - during PLCs, team planning sessions and through professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Growth and Achievement<br/>Change of instructional practices<br/>Teacher Retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Math and ELAR ICs<br/>Interventionists<br/>Teachers</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>  | Formative  |  |  | Summative |
|  | Oct  | Dec  | Feb  | June      |
|  |  |  |  |           |

| Strategy 3 Details   | Reviews   |   |   |           |
|--|---|---|---|-----------|
| <p><b>Strategy 3:</b> Tiered instruction and behavior interventions will be planned, executed, and documented by teachers. PLCs will focus on identifying appropriate resources and strategies to use for interventions/enrichment, determine effectiveness of interventions and discuss next steps for student support.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Growth and Achievement<br/>Change of instructional practices<br/>Closing the Gap</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Math and ELAR ICs<br/>Interventionists<br/>Teachers</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative   |   |   | Summative |
|  | Oct   | Dec   | Feb   | June      |
|  |  |  |  |           |
| Strategy 4 Details   | Reviews   |   |   |           |
| <p><b>Strategy 4:</b> Students will have opportunities for differentiated instruction through the purchasing of materials, supplies, software and hands-on activities/field trips as an extension of classroom instruction to improve their learning in reading, math and science.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the Gap<br/>Student Growth<br/>Targeted Interventions</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers and Staff</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Build a foundation of reading and math<br/>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>   | Formative   |   |   | Summative |
|  | Oct   | Dec   | Feb   | June      |
|  |  |  |  |           |

| Strategy 5 Details   | Reviews   |   |   |           |
|--|---|---|---|-----------|
| <p><b>Strategy 5:</b> Students will attend after school tutorials to provide intervention and acceleration.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing the Gap</p> <p>Student Growth<br/>Targeted Interventions</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>Math and ELAR ICs<br/>Teachers</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p>   | Formative   |   |   | Summative |
|  | Oct   | Dec   | Feb   | June      |
|  |  |  |  |           |
| <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 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By June 2024, Barbara Jordan Elementary will improve student behavior practices by increasing social emotional learning for all students and implementing campus wide positive behavioral systems as evidenced through the indicators of success.

**High Priority**

**Indicators of Success:** Formative Evidence:

\* Decrease the number of discipline referrals from BOY to MOY by 5% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

\* By October, December, and February, increase the number of critical elements identified as 'in place' on the FBISD Benchmark of Quality (BOQ) by 5%

Summative Evidence:

\* Decrease the annual ISS/OSS and DAEP Placement Data for all students

\* Decrease the number of discipline referrals from BOY to EOY by 10% for all students and each student groups (ethnicity, Economically Disadvantaged, English Learners, Special Education)

| Strategy 1 Details  | Reviews   |   |   |           |
|---|---|---|---|-----------|
| <p><b>Strategy 1:</b> Teachers and staff will receive training on the implementation of PBIS strategies to create a systemic approach to behavioral intervention for students with clearly defined language across the campus. Students will have classroom environment options to maximize instruction in various modes to support the full range of teaching and learning styles.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline Indicators<br/>           Observations<br/>           Change of Practices<br/>           Safety Protocols and Procedures</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers and Staff</p> <p><b>TEA Priorities:</b><br/>           Recruit, support, retain teachers and principals<br/> <b>- ESF Levers:</b><br/>           Lever 3: Positive School Culture</p> | Formative   |   |   | Summative |
|   | Oct   | Dec   | Feb   | June      |
|   |  |  |  |           |

| Strategy 2 Details   | Reviews   |   |   |           |
|--|---|---|---|-----------|
| <p><b>Strategy 2:</b> All students will participate in monthly guidance lessons as well as have access to participate in campus clubs and UIL to promote a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline Indicators<br/> Observations<br/> Change of Practices<br/> Safety Protocols and Procedures</p> <p><b>Staff Responsible for Monitoring:</b> Principals<br/> Club Sponsors<br/> UIL Coordinator and Coaches<br/> Counselor<br/> Teachers</p> <p><b>TEA Priorities:</b><br/> Recruit, support, retain teachers and principals<br/> - <b>ESF Levers:</b><br/> Lever 3: Positive School Culture</p>                | Formative   |   |   | Summative |
|  | Oct   | Dec   | Feb   | June      |
|  |  |  |  |           |
| <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 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Performance Objective 1:** By June 2024, Barbara Jordan Elementary will increase community engagement by promoting a partnership with parents and families to increase student growth and achievement for all students as evidenced through the indicators of success.

**High Priority**

**Indicators of Success:** Formative Evidence:

- \* Increase parent participation in school-wide events by 10% (attendance and sign-in sheets)
- \* Increase engagement and attendance of parents/guardians by 10% (Parent Educator Numbers)
- \* Increase from BOY to MOY the number of informational communications sent electronically to parents focusing on the importance of attendance by 15%
- \* Improve the quarterly attendance rate by .25% each quarter when compared to the previous quarter

Summative Evidence:

- \* Increase parent response on the annual Title I survey by 10%
- \* Increase parent participation in school-wide events (attendance and sign-in sheets)
- \* Decrease the number of students with 10 or more absences
- \* Improve the yearly attendance rate by .50% when compared to the 2022-2023 school year

| Strategy 1 Details   | Reviews   |   |   |           |
|--|---|---|---|-----------|
| <p><b>Strategy 1:</b> The parent educator will work collaboratively with families, educate staff and community partners to promote a well-rounded education for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation<br/>Attendance<br/>Student Growth and Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Parent Educator</p> | Formative   |   |   | Summative |
|  | Oct   | Dec   | Feb   | June      |
|  |  <p>20%</p> |  <p>40%</p> |  <p>60%</p> |           |

| Strategy 2 Details   | Reviews   |   |   |           |
|--|---|---|---|-----------|
| <p><b>Strategy 2:</b> Implement the campus attendance plan, which includes student recognition for perfect attendance, monitoring of attendance data quarterly, and provide early outreach efforts to combat chronic absenteeism.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation<br/>Attendance<br/>Student Growth and Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal<br/>Assistant Principal<br/>ADA Clerk</p>   | Formative   |   |   | Summative |
|  | Oct   | Dec   | Feb   | June      |
|  |  |  |  |           |
| <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 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

# State Compensatory

## Budget for Jordan Elementary

**Total SCE Funds:** \$4,610.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the state eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units designed to intervene directly with identified students (Literacy Intervention Teacher and Math Specialist). Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. The budget amount listed within this CIP does not include all staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

# Addendums

# Student Learning: Student Learning & Progress

**April 27, 2023**

*Ensure academic success for all students, including but not limited to English language learners, special education students, recent immigrants, students with emotional and behavioral issues.*

## District Areas of Focus:

- Development of instructional practices to cultivate student ownership of learning and behavior
- Closing gaps in performance for all student groups
- Literacy performance
- Mathematics performance
- Social Studies performance
- Science performance

## Potential Evidence Sources:

- Ren360/Circle/TxKea/BAS
- STAAR Interim
- GT Report Card
- EL Report Card

## Evidence Sources Reviewed by CPAC Team:

- Ren360 Data
- 2022 STAAR
- STAAR Interim
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

- How is student achievement data disaggregated?
  - The REN360 data compares the campus as a whole to the district. Some Ren data shows a comparison between campus, state, and district.
- How does student achievement data compare from one data source to another?
  - All of the data sources are aligned across grade levels and content areas
- What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program (SPED, GT, EL), or other category such as At-Risk?
- In which areas are we showing growth? At what rate? Compared to which standard of achievement? - cohorts of students; SGP
- Which student groups are making progress? Why?
- What does the data reflect within and among content areas?
  - We need to explore ways to reach our higher students and extend their learning to enrich their learning.

## Strengths:

-2<sup>nd</sup>-5<sup>th</sup> grade students performed higher than the district on Reading Ren360 and showed more growth on the REN360 compared to the district.

4<sup>th</sup> grade reading and 5<sup>th</sup> grade math showed growth in all levels of mastery, meets, and approaches from STAAR 2022 to the current year on the STAAR Interim.

## Problems:

On the EOY Math Ren 360 only 49% of students showed growth compared to the districts 62.5% growth rate. However, students are showing a greater proficiency in math than reading.

Overall, our percentage of mastery/meets on reading and math STAAR has decreased over the past year.

# Student Learning: Student Readiness

*Ensure students are well prepared for their next level of education at every point in their education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.*

## District Areas of Focus:

- Students meeting College, Career, and Military Readiness Indicators (CCMR)
- PK Enrollment & Kindergarten Readiness

## Potential Evidence Sources:

- REN/STAAR
- PK enrollment
- REN/Circle/BAS/TxKea

## Evidence Sources Reviewed by CPAC Team:

- Circle Data
- REN Star Early Literacy
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

- What does the data indicate regarding student readiness for kindergarten
  - The data shows students that attend PK have a higher rate of success in Kindergarten.
  - Students had high growth in some math skills (shapes, number identification, sets, operations) and in reading (rhyming, syllables, onset/rime, alliteration).
  - BJE was below the District percentages.
- How did different student groups perform to demonstrate readiness? What differences do you see among student groups (Ethnicity, At-Risk, ED, SPED, GT, EL)?
  - We didn't have specific data for the different groups, but we do know:
    - There are qualifiers for PK which includes- homeless, foster students, EB, etc. These groups can specifically impact the data.
    - Students that fall into these categories can have lower vocabulary levels which mean that the development can be lower/slower during the course of the year depending on their circumstances.
  - At this level there are typically no students identified GT at this grade level.
- What interventions are we currently using across the campus? Can we gather them and analyze via campus and grade level? Are students coded in Skyward who are receiving intervention and with what intervention they are receiving?
  - Across the campus, the interventions that are currently being used across the campus are small group, Wolverine academy, tutorials, PALS, and programs that have intervention supports built in.
  - We can gather and analyze the data as follows:
    - Looking at anecdotal notes taken during small groups/Wolverine academy,
    - Using Circle data to offer activities to address each area of need for PK students,
    - Pull usage reports including progress data for the different programs that have intervention supports built in

When students receive intervention supports through RI, a custom form is created in Skyward by either the classroom teacher or a specialist that is pulling them during Wolverine Academy. This form will have the area of concern indicated.

# Perceptions: Safety & Well-being

*Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.*

## District Areas of Focus:

- Disproportionality in Discipline & Threat Assessments
- Mental Health Supports
- Social Emotional Learning & Emotional Engagement
- Student Health & Safety

## Potential Evidence Sources:

- PBIS Discipline Data
- Student Wellness Survey Data
- Pride Survey
- Student Focus Groups
- Staff Surveys

## Evidence Sources Reviewed by CPAC Team:

- Campus Data Provided by District
- Behavior Data
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

- What does the data reflect regarding student behaviors, discipline, PBIS, and interventions etc.?
- To what degree do students and staff feel physically safe?
- What does the data reflect regarding gang, substance abuse, weapons, and other safe schools areas? Who are the students involved? What do we know about these students? What services have these students received?
- What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on the culture and climate?
- What is the role of your campus wellness committee and how do they support physical, mental, and social health for all students and staff?
- What is student/staff perception of mental health and resources/supports available?

## Strengths:

Systems are in place to document behaviors. There are charts to help teachers know how Behavior should be address (tier 1, tier 2, tier3). Behavior interventions PBIS worlds,

Assistance comes when needed. If administration is not available other staff will come and support.

## Problems:

Systems are not being utilized with fidelity. We need to incentivize the kids. We are not putting discipline in skyward. We need to use the PBIS rewards.

## Perceptions: Community Engagement

*Ensure that local citizens are a meaningful, integral part of a school community and can and will support their local public schools.*

### District Areas of Focus:

- Community partnerships

### Potential Evidence Sources:

- Number/Type of partnerships
- Parent Night/Event agendas
- Community event sign-ins

### Evidence Sources Reviewed by CPAC Team:

- Family Fun Night Events
- Homework Assistance
- Positive Behavior Incentive Program
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Questions to Consider

- What type of community involvement exists to support families and students? **Our school has monthly family events, adult classes, and parent/teacher conferences. This is an opportunity for parents to come and be involved in our different events.**
- What types of services are available to support students and families? We offer the following adult classes that will support their student:
  - **ESL Classes: helps parent become fluent in English and understand homework better and assist student.**
  - **Technology/Computer Class: classes are designed for parents to have a better understanding of how to use several programs that students use on our campus. For example: Schoology, Family Skyward Access, student email, and Microsoft Office.**
- How does the campus communicate in languages other than English? **Our Parent Center Newsletter and other flyers are available in Spanish. Our website is designed for parents to change their language preference.**
- Which parents and community members are involved? What trends and patterns do we observe? **Our lower grade level parents are the ones who are most involved. We can observe that because when new Pre-K students are enrolled, parents are eager to come to our campus.**
- How are families and the community members involved in campus decisions? What type of stakeholder engagement opportunities exist? **There are various committees at our campus that parents can participate in and be part of campus decisions. These are opportunities that parents can be involved in.**
  - **For example:**
    - **CPAC (Campus Parent Advisory Committee)**
    - **TPAC (Title 1 Parent Advisory Committee)**

- **LPAC (Language Parent Advisory Committee)**
  - **SEPAC (Special Education Parent Advisory Committee)**
  - **PTO (Parent & Teacher Organization)**
  - **VIPS (Volunteer in Public Schools)**
  - **Attend Parent/Family Resource Classes**
  - **Attend Campus Events & Activities**
- What does your parent and family engagement policy look like? How do you see evidence of it in practice? How do you target at risk families or support families of students with diverse needs?  
**Our Policy offers opportunities for parents/families to engage in a classroom environment to learn new skills and knowledge to support their student. The Parent Educator has sent out a survey and the results showed that parents are satisfied with these new opportunities for our campus.**

#### **Strengths:**

- Our campus welcomes our parents to our school Parent Center.
- Classes are offered on various days and times for their convenience.
- Based on survey numbers of parents, they are eager to be involved in participating in our campus events.

| LOC_DESCR       | Location      | POS #    | POSN_DESCR                     | MAX HEADC | VACANT | LAST_NAME_SRCH | FIRST_NAME_S | JOBCODE | FTE | Column1                     | PIC | STATUS | .IDAY_SCHED |
|-----------------|---------------|----------|--------------------------------|-----------|--------|----------------|--------------|---------|-----|-----------------------------|-----|--------|-------------|
| BARBARA JOI 141 | BARBARA JORDA | 00018618 | PARENT EDUCATOR T1 (FT)        | 1         | 0      | PADRON         | LEIDA        | 0011FT  | 1   | 211.61.1000.PC.999.2023.24  | 24  | A      | 187SEP      |
| BARBARA JOI 141 | BARBARA JORDA | 00018647 | INSTRUCTIONAL COACH LIT T1 ES  | 1         | 0      | BLASDELL       | MICHAEL      | 015332  | 1   | 211.13.1000.IC.141.2023.30. | 30  | A      | 210AUG      |
| BARBARA JOI 141 | BARBARA JORDA | 00018648 | INSTRUCTIONAL COACH MATH T1 ES | 1         | 0      | MYLES          | SHARIFA      | 015329  | 1   | 211.13.1000.IC.141.2023.30. | 30  | A      | 210AUG      |
| BARBARA JOI 141 | BARBARA JORDA | 00019567 | INTERVENTIONIST MATH - ELEM T1 | 0.5       | 0      | YAMDAGNI       | JHILMIL      | 015312  | 1   | 199.11.1000.00.141.2024.30  | 30  | A      | 187SEP      |
| BARBARA JOI 141 | BARBARA JORDA | 00019567 | INTERVENTIONIST MATH - ELEM T1 | 0.5       | 0      | YAMDAGNI       | JHILMIL      | 015312  | 1   | 211.11.1000.SP.141.2023.30  | 30  | A      | 187SEP      |

| L_ADMIN_PLCY_NB |      |
|-----------------|------|
| 505             | #### |
| P7              | #### |

|   | Strengths   | Concerns   |
|---|---|--|
| <p><b>Student Engagement Survey</b></p> | <p>Our overall Emotional Engagement score was in the mod range at 3.16. This score includes the following regarding student responses:</p> <ul style="list-style-type: none"> <li>• 90% agreed or strongly agreed that the teachers are honest with them.</li> <li>• 82% feel that their teachers care about them as a person not just a student.</li> <li>• 94% have friends at school.</li> </ul> <p>Our overall Cognitive Engagement score was in the high range with 3.43. This score includes the following regarding student responses:</p> <ul style="list-style-type: none"> <li>• 94% are hopeful about their future.</li> <li>• 93% believe school is important for reaching their future goals.</li> <li>• 90% feel that they will go to college.</li> </ul> | <p>The concerns identified in the student engagement survey include the following:</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• 44% talked to teachers about what they are learning decrease of 12.2%.</li> <li>• 41% talked to other students about what they are learning- decrease of 2.0%.</li> <li>• 63% worked together towards a common goal- decrease of 8.4%</li> </ul> |

# Action Planning Tool



| What did you find?  | What needs to be done?  | Who and By When?                     | Resources  | Potential Barriers | Communication and Implementation   |
|---|---|--------------------------------------|--|--------------------|--|
| Based on the student's engagement survey 41% talked to other students about what they are learning- decrease of 2.0%. | <ul style="list-style-type: none"> <li>Teachers intentionally planning opportunities for peer feedback and discussions.</li> <li>Teachers providing sentence stems to guide peer interactions and discussions.</li> <li>Model proper protocol for peer interactions.</li> </ul>   | ILT<br>Administration<br>By May 2024 | <ul style="list-style-type: none"> <li>Sentence Stems</li> <li>Checklist</li> <li>Peer to Peer Feedback Protocols</li> <li>Accountable Talks PD</li> </ul> | N/A                | Teachers intentionally including and planning opportunities for student interactions during the lessons.<br><br>Walkthrough and observation feedback<br><br>Instructional coaches and admin monitoring the implementation. |
| Based on the student's engagement survey 44% talked to teachers about what they are learning decrease of 12.2%.       | The learning intentions and success criteria need to be clearly stated and communicated throughout the lesson. Students need to be able to articulate what they are learning and why they are learning it.<br><br>Professional Development/PLC opportunities focusing on accountable talk and co-constructing the success criteria. | ILT<br>Administration<br>By May 2024 | <ul style="list-style-type: none"> <li>Accountable Talks PD</li> <li>Observation schedule for peer observations</li> </ul>                                 | N/A                | Administration communicating a specific walkthrough focus (5x5's) and providing feedback.  |

|  |   |  |  |  |  |
|--|---|--|--|--|--|
|  | Campus walkthroughs look for -<br>accountable talks, peer to peer<br>communication and collaboration. |  |  |  |  |
|  |   |  |  |  |  |
|  |   |  |  |  |  |
|  |   |  |  |  |  |



Dear Parents and Guardians:

Fort Bend ISD has students and families that speak many different languages. In an effort to ensure that all of our families are able to be informed of the amazing things that are happening on our campus and throughout the district, we have multiple ways for you to be able to translate the information into your native language.

- Our Parent Newsletter is written in Smore which has a translation feature embedded in the newsletter
- The district web site can be translated into many languages
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translations and telephone calls.
- Translators are offered for ARD's if needed

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Thank you,

Kimberly Charles, Principal  
Barbara Jordan Elementary

Estimados Parents y Güardianos:

Fort Bend ISD tiene estudiantes y familias que hablan muchos idiomas diferentes. En un esfuerzo por garantizar que todas nuestras familias puedan estar informadas de las cosas increíbles que están sucediendo en nuestro campus y en todo el distrito, tenemos múltiples formas para que pueda traducir la información a su idioma nativo.

1. Nuestro boletín para padres está escrito en Smore, que tiene una función de traducción integrada en el boletín
2. El sitio web del distrito se puede traducir a muchos idiomas
3. Toda la comunicación está disponible en inglés y español
4. El personal de recepción y los maestros bilingües están disponibles para ayudar con las traducciones y llamadas telefónicas.
5. Se ofrecen traductores para ARD si es necesario

Si no hemos satisfecho su necesidad de traducción, comuníquese con el campus para que podamos satisfacer sus necesidades.

Gracias

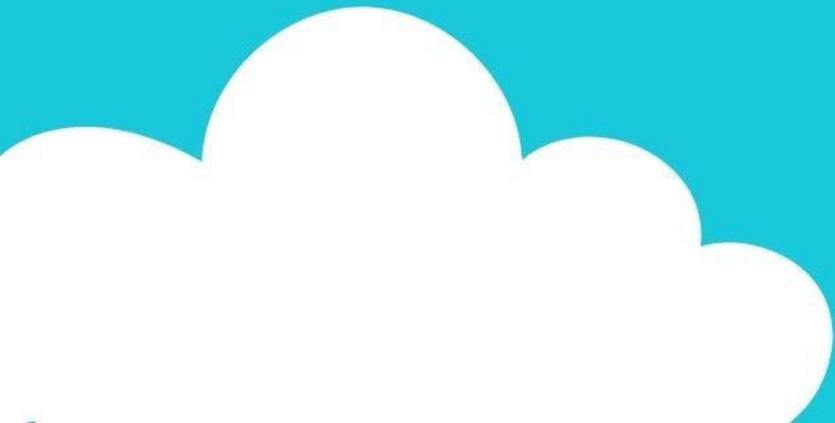
Kimberly Charles, Principal  
Barbara Jordan Elementary



Kimberly Charles, Principal  
Barbara Jordan Elementary School



Barbara Jordan Elementary  
Campus Planning Advisory  
Council  
October 25, 2023





# LEARNING TAKES FLIGHT AT BARBARA JORDAN ELEMENTARY



- ❖ Agenda:
- ❖ Introduction of Members
- ❖ Roles and Responsibilities
- ❖ Goals
  - Performance Objectives
  - Strategies
  - Review

## **Meeting Dates:**

October 25  
December 7  
February 1  
May 2



### **Roles and responsibilities of the CPAC are to:**

- obtain broad-based community, parent, and staff input, and provide information to those persons on a systematic basis.
- be involved in the development of the CIP and monitoring of progress through signaling.
- support the District's Goals and Objectives, specific to the academic achievement and growth of students served by the campus and aligned with the Profile of a Graduate.
- meet for the purpose of implementing planning processes through community-based accountability and site-based decision making in accordance with Board policy and administrative procedures.
- assist the campus principal with the development, review, and revision of the campus improvement plan. (Education Code 11.253(c) See Campus Level Plan at BQ(LEGAL))
- consult with the principal in the planning, operation, supervision, and evaluation of the campus educational program. (Education Code 11.253(h))



# Fort Bend ISD Goals



**Goals** Tips Expand All Edit All Reorder

|   |   |
|---|---|
| <p><b>+ Goal 1</b></p> <p>FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students</p>   | <p><span>Edit</span> <span>Remove</span> <span>New Performance Objective</span></p> |
| <p><b>+ Goal 2</b></p> <p>FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working</p>  | <p><span>Edit</span> <span>Remove</span> <span>New Performance Objective</span></p> |
| <p><b>+ Goal 3</b></p> <p>FBISD will recruit, develop, and retain high quality teachers and staff</p>   | <p><span>Edit</span> <span>Remove</span> <span>New Performance Objective</span></p> |
| <p><b>+ Goal 4</b></p> <p>FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community</p> | <p><span>Edit</span> <span>Remove</span> <span>New Performance Objective</span></p> |
| <p><b>+ Goal 5</b></p> <p>FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement</p>   | <p><span>Edit</span> <span>Remove</span> <span>New Performance Objective</span></p> |





# LEARNING TAKES FLIGHT AT BARBARA JORDAN ELEMENTARY



## Goal 1

FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students.

### Performance Objective

By June 2024, Barbara Jordan Elementary will improve student readiness in literacy, numeracy and science instruction through TIER 1 instruction that is responsive to ALL students' needs as evidenced through the indicators of success.

### Strategies

1. Teachers will implement small group instruction through the Reading and Math workshop models. Anecdotal notes will be captured by the teacher in their small group binders, which will provide reference points for future lessons/intervention/enrichment, provide guidance for student groupings with a focus on at risk and GT students, and provide evidence of data collection to be used during SSTs.
2. Implementation of teaching for clarity protocols will be implementing - to improve Tier I instruction - during PLCs, team planning sessions and through professional development.
3. Tiered instruction and behavior interventions will be planned, executed, and documented by teachers. PLCs will focus on identifying appropriate resources and strategies to use for interventions/enrichment, determine effectiveness of interventions and discuss next steps for student support.
4. Students will have opportunities for differentiated instruction through the purchasing of materials, supplies, software and hands-on activities/field trips as an extension of classroom instruction to improve their learning in reading, math and science.
5. Students will attend after school tutorials to provide intervention and acceleration.



# LEARNING TAKES FLIGHT AT BARBARA JORDAN ELEMENTARY



## Goal 2

FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working.

### Performance Objective

By June 2024, Barbara Jordan Elementary will improve student behavior practices by increasing social emotional learning for all students and implementing campus wide positive behavioral systems as evidenced through the indicators of success.

### Strategies

1. Teachers and staff will receive training on the implementation of PBIS strategies to create a systemic approach to behavioral intervention for students with clearly defined language across the campus. Students will have classroom environment options to maximize instruction in various modes to support the full range of teaching and learning styles.
2. All students will participate in guidance lessons as well as have access to participate in campus clubs and UIL to promote a well-rounded education.



# LEARNING TAKES FLIGHT AT BARBARA JORDAN ELEMENTARY



## Goal 4

FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community.

## Performance Objective

By June 2024, Barbara Jordan Elementary will increase community engagement by promoting a partnership with parents and families to increase student growth and achievement for all students as evidenced through the indicators of success.

## Strategies

1. The parent educator will provide periodic classes to parents with a focus on targeting areas of growth as it pertains to assisting their individual child academically at home importance of attendance, and parenting sessions. All students will participate in guidance lessons as well as have access to participate in campus clubs and UIL to promote a well-rounded education.
2. Implement the campus attendance plan, which includes student recognition for perfect attendance, monitoring of attendance data quarterly, and provide early outreach efforts to combat chronic absenteeism.



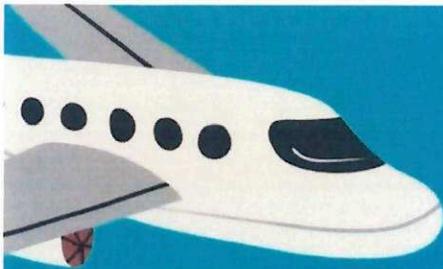
# LEARNING TAKES FLIGHT AT BARBARA JORDAN ELEMENTARY



## Meeting Dates:

- October 25
- December 7
- February 1
- May 2

# LEARNING TAKES FLIGHT AT BARBARA JORDAN ELEMENTARY



## Campus Planning Advisory Council

October 25, 2023

| Members                    | Roles                       | Signature                 |
|----------------------------|-----------------------------|---------------------------|
| Kimberly Charles           | Principal                   | <i>Kimberly Charles</i>   |
| Deirdri Joiner             | Principal                   |                           |
| Debbie George              | Paraprofessional            | <i>Debbie George</i>      |
| Leida Padron               | Paraprofessional            | <i>Leida Padron</i>       |
| Latonya Prather            | Teacher                     | <i>Latonya Prather</i>    |
| Beth Sizemore              | Teacher                     | <i>Beth Sizemore</i>      |
| Teyon Jordan               | Teacher                     | <i>Teyon Jordan</i>       |
| Lillian Agban              | Teacher                     | <i>Lillian Agban</i>      |
| Sharifa Myles              | Other                       | <i>Sharifa Myles</i>      |
| Michael Blasdell           | Other                       | <i>Michael Blasdell</i>   |
| Jacqueline Varnado         | Teacher                     | <i>Jacqueline Varnado</i> |
| Dietra Fontenot            | Teacher                     | <i>Dietra Fontenot</i>    |
| Kayla Frank                | Teacher                     | <i>Kayla Frank</i>        |
| Erica Williams             | Parent                      | <i>Erica Williams</i>     |
| Alicia Guerra              | Parent                      | <i>Alicia Guerra</i>      |
| Daidrill Fearon            | Parent                      | <i>Daidrill Fearon</i>    |
| Pam Douglas                | Parent                      | <i>Pam Douglas</i>        |
| Inger Louis                | District Representative     | <i>Inger Louis</i>        |
| Petra Claflin              | District Representative     | <i>Petra Claflin</i>      |
| Kids R Kids                | Community Partner           |                           |
| Brazos Valley Credit Union | Community Partner           |                           |
| <i>Kaycee Mae</i>          | <i>Teacher</i>              | <i>Kaycee Mae</i>         |
| <i>Carmen Hernandez</i>    | <i>KRK Director</i>         | <i>Carmen Hernandez</i>   |
| <i>Suzy Rogers</i>         | <i>Kindergarten Teacher</i> | <i>Suzy Rogers</i>        |
|                            |                             |                           |
|                            |                             |                           |

# BARBARA JORDAN ELEMENTARY

## *Title I Parent Night*

Thursday , September 7, 2023  
5:00 P.M. - 6:00 P.M

**PRE K  
TO  
5TH**

**Join  
Us**



# Barbara Jordan Elementary

## 2023-2024 Parent, Family and Community Engagement Policy

| <b>Parent &amp; Family Engagement (PFE) Program</b> |   |
|---|---|
| <b>What is it?</b>                                  | At Barbara Jordan Elementary we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.   |
| <b>Funding</b>                                      | Title I funds will be allocated for the implementation of the parent and family engagement program. Such programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.  |
| <b>Review</b>                                       | All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the need of the PFE Program.   |
| <b>Parent &amp; Family Engagement Classes</b>       | <p>PFE classes offer opportunities for parents/families to engage in a classroom environment to learn new skills and knowledge to support their student. Classes are taught/facilitated by the Parent Educator, Campus Staff, and Community Members. These classes will always take place in the Parent/Family Center. When visiting please bring your government issued ID, enter through the front main entrance, and sign in with the Receptionist to receive your welcome badge. Once signed in you will be directed to the Parent/Family Center. Classes are offered on various days and times for your convenience.</p> <ul style="list-style-type: none"> <li>➤ Basic ESL Class- Monday, Tuesday, and Thursday 9am-10am</li> <li>➤ Technology Class- Thursday and Friday 10:30am-11:30am</li> <li>➤ Parenting Class- Tuesdays 10:30am</li> <li>➤ Health &amp; Wellness Class- Friday 9am</li> <li>➤ Craft &amp; Conversation Class- once a month, third Wednesday of the month at 10:30am</li> </ul> <p><b>(Dates and times are subject to change)</b></p> |
| <b>How to be involved</b>                           | <ul style="list-style-type: none"> <li>➤ Become a member of the following committees: <ul style="list-style-type: none"> <li>○ TPAC (Title 1 Parent Advisory Committee)</li> <li>○ CPAC (Campus Parent Advisory Committee)</li> <li>○ LPAC (Language Parent Advisory Committee)</li> <li>○ SEPAC (Special Education Parent Advisory Committee)</li> <li>○ PTO (Parent &amp; Teacher Organization)</li> <li>○ VIPS (Volunteer in Public Schools) become a volunteer and join VIPS. Volunteer to assist with BJE Faculty Staff Training (contact Mrs. Padron at 281-327-7757.</li> </ul> </li> <li>➤ Attend Parent/Family Resource Classes.</li> <li>➤ Attend Campus Events &amp; Activities.</li> <li>➤ Talk to your child's teacher about how to help/volunteer.</li> <li>➤ If you do not know your child's teacher's contact information, please contact your BJE Parent/Family Educator, Leida Padron, 281-327-7757.</li> </ul>   |

**Family  
Events/Activities**

Family events and activities offer a time for the school and family to engage and communicate necessary information. Campus staff, parents, and community members present these events and activities. The schedule and locations listed below are subject to change. Communication of any changes will be done via the call out system, emails, and on our school website.

- New Student Orientation/ Popsicle with the Principal
  - Date & Time: Thursday, August 3, 2023, 5:00pm
  - Location: Barbara Jordan Elementary, Cafeteria
  - Other info: Welcoming Meet & Greet, Principal will provide popsicles to all new enrollees to BJE and share new school year information.
- Meet the Teacher
  - Date & Time: Monday, August 7, 2023, 5:00pm
  - Location: Barbara Jordan Elementary Teacher Classes
  - Other info: Teachers will give parents and students information for the new school year. Grade level compacts will be shared with parents.
- Coffee with the Principal (monthly)
- PTO Sponsored Events (to be announced)
- Grandparents Day Breakfast
  - Date & Time: Thursday, September 8, 2023, 7:30am-8:10am.
  - Location: BJE School Cafeteria
  - Other info: Use the main entrance to sign in at the front reception area. Please bring your government issued ID. You will then be directed to the cafeteria.
- Fall Open House & Title 1 Parent Night
  - Date & Times: Thursday, September 7, 2023
  - Location: BJE School Cafeteria
  - Other info: On your way in, pay attention to the signs you pass throughout the school. We would like your feedback on how to make our school warm and welcoming to guests.
- Hispanic Heritage Month Event
  - Dates & Time: Thursday, September 28, 2023
  - Location: BJE School Cafeteria
  - Other info: Students will represent their garment and country.
- Fall Parent-Teacher Conferences (all grade levels; will be available in person or virtual)
  - Dates & Times: You will sign up with your child's teacher sometime between September and October
  - Location: School classrooms (Enter through main door, there will be a sign in sheet, please sign in.
  - Other info: Grade level compacts will be shared with parents.
- Fall Book Fair
  - Date & Time: Thursday, October 23, 2023-October 27, 2023, 9am-2:30pm
  - Location: School Library
  - Other info: Additional information will be sent out to add funds in your student's account.
- Literacy Night & Trunk or Treat
  - Date & Time: Thursday, October 26, 2023
  - Location: Back School parking lot & School Cafeteria

- Story Book Character Day Parade
  - Date & Time: Tuesday, October 31, 2023, 8:30am
  - Location: School Hallways
  - Other info: Students are encouraged to dress up on their favorite Book Character.
- Veteran's Day Program
  - Dates & Times: Thursday, November 9, 2023
  - Location: BJE School Cafeteria
- Health & Wellness Night/ Turkey Trot
  - Date & Time: Thursday, November 16, 2023
  - Location: BJE School Cafeteria
- Holiday/Winter Programs
  - Date: December 7, 2023
  - Location: BJE Cafeteria
- 80<sup>th</sup> Day of School
- Spelling Bee
- 100 Day School Parade
- Spring Parent-Teacher Conferences (all grade levels; will be available in person or virtual)
  - Dates & Times: You will sign up with your child's teacher sometime between February 15<sup>th</sup> & 16<sup>th</sup>
- Location: School classrooms (Enter through main door, there will be a sign in sheet, please sign in.)
- Career Day
  - Date: February 23, 2024
  - Location: Teacher Classrooms
- Black History Program
  - February 29, 2024
  - Location: BJE School Cafeteria
- Spring Book Fair
  - Date & Time: March 4<sup>th</sup>-March 8<sup>th</sup>
  - BJE School Library
- Spring Open House/Title 1 Night
  - Date & Time: March 7, 2024, 5:00pm
  - Location: BJE School Cafeteria & Classrooms
- Field Day
  - Date & Time: April 12, 2024, 9:00am-3:00pm
  - Location: BJE School Cafeteria, gym, back field of school
- Awards Ceremony
  - Date: May 2024 (last week of school) 8:30am
  - Location: BJE School Cafeteria Awards Ceremony
- World Day for Cultural Diversity
  - Date: May 21, 2023

|   |  |   |   |   |  |
|---|--|---|---|---|--|
|   | <ul style="list-style-type: none"> <li>○ Location: School (students are encouraged to wear their garment that represents their culture)</li> <li>➤ PTO School Dance (to be announced).</li> </ul> <p><b>*All dates and times are subject to change.</b></p>  |   |   |   |  |
| <b>Curriculum</b>   | Barbara Jordan Elementary utilizes high-quality curriculum that supports student success.  |   |   |   |  |
| <b>Forms of Academic Assessments</b>  | Barbara Jordan Elementary has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via the same assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculums.   |   |   |   |  |
| <b>Expected Achievement levels on academic assessments</b>  | <p>The State’s Performance Standards can be found on this website:<br/> <a href="https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards">https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards</a></p> <p>Barbara Jordan Elementary tracks each child’s growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.</p> |   |   |   |  |
| <b>Ways to Request regular meetings</b>   | Guardian’s suggestions, ideas, or concerns can be communicated to your BJE Parent/Family Educator. However, if they need to meet with the administrators or their child’s teacher at another time, they can email that individual person. We welcome any ideas, feedback, and concerns as we want our school to be a place where everyone feels safe and welcome.  |   |   |   |  |
|   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;">➤</td> <td style="width: 25%; height: 20px;">➤</td> <td style="width: 25%; height: 20px;">➤</td> <td style="width: 25%; height: 20px;"></td> </tr> </table>  | ➤ | ➤ | ➤ |  |
| ➤   | ➤  | ➤ |   |   |  |
| <p>For any questions, assistance or concerns on the CIP, Parent/Family &amp; Community Engagement Policy, and Campus Compacts, please contact Leida Padron, BJE Parent Educator at 281-327-7757, or email at leida.padron@fortbendisd.com</p> |  |   |   |   |  |

## Barbara Jordan Elementary

### 2023-2024 Política de participación de los padres, la familia y la comunidad

| <b>Parent &amp; Family Engagement (PFE) Program</b> |   |
|---|---|
| <b>¿Qué es?</b>                                     | En Barbara Jordan Elementary nos esforzamos por proporcionar educación de alta calidad individualizada para cada estudiante mediante el desarrollo y mantenimiento de relaciones con las familias y la comunidad. Una forma en que continuamos haciendo esto es participando en el Programa Estatal del Título I, Parte A. Este programa proporciona fondos para escuelas de bajo nivel socioeconómico. A cambio, prometemos cumplir con las expectativas establecidas para nosotros por la Agencia de Educación de Texas y el Departamento de Educación de los Estados Unidos.   |
| <b>Financiación</b>                                 | Los fondos del Título I se asignarán para la implementación del programa de participación de padres y familias. Dichos programas, actividades y procedimientos se planificarán e implementarán con una consulta significativa con los padres de los niños participantes.  |
| <b>Revisión</b>                                     | Todo uso de fondos y actividades puede ser revisado por la Agencia de Educación de Texas a solicitud para garantizar que satisfagan las necesidades del Programa PFE.   |
| <b>Clases de participación de padres y familias</b> | <p>Las clases de PFE ofrecen oportunidades para que los padres / familias participen en un ambiente de aula para aprender nuevas habilidades y conocimientos para apoyar a sus estudiantes. Las clases son enseñadas / facilitadas por el educador de padres, el personal del campus y los miembros de la comunidad. Estas clases siempre se llevarán a cabo en el Centro de Padres / Familias. Cuando visite, traiga su identificación emitida por el gobierno, ingrese por la entrada principal e inicie sesión con la recepcionista para recibir su tarjeta de bienvenida. Una vez que haya iniciado sesión, se le dirigirá al Centro para padres / familias. Las clases se ofrecen en varios días y horarios para su conveniencia.</p> <p style="padding-left: 40px;">Clase básica de ESL: lunes, martes y jueves de 9 a.m. a 10 a.m.<br/> Clase de Tecnología - Jueves y Viernes 10:30am-11:30am<br/> Clase para padres- Martes 10:30am<br/> Clase de Salud y Bienestar - Viernes 9am<br/> Clase de manualidades y conversación: una vez al mes, tercer miércoles del mes a las 10:30 a.m.</p> <p><b>(Las fechas y fechas están sujetas a cambios)</b></p> |
| <b>Cómo participar</b>                              | <p>Conviértase en miembro de los siguientes comités:</p> <ol style="list-style-type: none"> <li>1. TPAC (Comité Asesor de Padres del Título 1)</li> <li>2. CPAC (Comité Asesor de Padres del Campus)</li> <li>3. LPAC (Comité Asesor de Padres de Idiomas)</li> <li>4. SEPAC (Comité Asesor de Padres de Educación Especial)</li> <li>5. PTO (Organización de Padres y Maestros)</li> <li>6. VIPS (Voluntario en Escuelas Públicas) conviértete en voluntario y únete a VIPS. Ofrézcase como voluntario para ayudar con la capacitación del personal docente de BJE (comuníquese con la Sra. Padron al 281-327-7757.</li> </ol> <p>Asista a clases de recursos para padres/familias.<br/> Asistir a eventos y actividades del campus.<br/> Hable con el maestro de su hijo sobre cómo ayudar/ser voluntario.</p>  |

|  |   |
|--|---|
|  | <p>Si no conoce la información de contacto del maestro de su hijo, comuníquese con su educadora de padres / familias de BJE, Leida Padron, 281-327-7757.</p>  |
| <p><b>Eventos/Actividades Familiares</b></p> | <p>Los eventos y actividades familiares ofrecen un tiempo para que la escuela y la familia participen y comuniquen la información necesaria. El personal del campus, los padres y los miembros de la comunidad presentan estos eventos y actividades. El horario y las ubicaciones que se enumeran a continuación están sujetos a cambios. La comunicación de cualquier cambio se realizará a través del sistema de llamadas, correos electrónicos y en el sitio web de nuestra escuela.</p> <p>Orientación para nuevos estudiantes / paletas heladas con el director</p> <ol style="list-style-type: none"> <li>1. Fecha y hora: jueves 3 de agosto de 2023, 5:00 p.m.</li> <li>2. Ubicación: Escuela Primaria Barbara Jordan, Cafetería</li> <li>3. Otra información: Bienvenida a Meet &amp; Greet, el director proporcionará paletas heladas a todos los nuevos inscritos en BJE y compartirá información sobre el nuevo año escolar.</li> </ol> <p>Conoce al profesor</p> <ol style="list-style-type: none"> <li>1. Fecha y hora: lunes 7 de agosto de 2023, 5:00 p.m.</li> <li>2. Ubicación: Barbara Jordan Elementary Teacher Classes</li> <li>3. Otra información: Los maestros darán a los padres y estudiantes información para el nuevo año escolar. Los pactos de nivel de grado se compartirán con los padres.</li> </ol> <p>Café con el Director (mensual)</p> <p>Eventos patrocinados por PTO (por anunciar)</p> <p>Desayuno del Día de los Abuelos</p> <ol style="list-style-type: none"> <li>1. Fecha y hora: jueves 8 de septiembre de 2023, 7:30am-8:10am.</li> <li>2. Lugar: Cafetería de la Escuela BJE</li> <li>3. Otra información: Use la entrada principal para iniciar sesión en el área de recepción principal. Por favor traiga su identificación emitida por el gobierno. Luego se le dirigirá a la cafetería.</li> </ol> <p>Casa Abierta de Otoño y Noche de Padres de Título 1</p> <ol style="list-style-type: none"> <li>1. Fecha y horario: jueves 7 de septiembre de 2023</li> <li>2. Lugar: Cafetería de la Escuela BJE</li> <li>3. Otra información: Al entrar, preste atención a las señales que pasa por toda la escuela. Nos gustaría recibir sus comentarios sobre cómo hacer que nuestra escuela sea cálida y acogedora para los huéspedes.</li> </ol> <p>Evento del Mes de la Herencia Hispana</p> <ol style="list-style-type: none"> <li>1. Fechas y hora: jueves 28 de septiembre de 2023</li> <li>2. Lugar: Cafetería de la Escuela BJE</li> <li>3. Otra información: Los estudiantes representarán su prenda y país.</li> </ol> <p>Conferencias de padres y maestros de otoño (todos los niveles de grado; estarán disponibles en persona o virtuales)</p> <ol style="list-style-type: none"> <li>1. Fechas y horarios: Se inscribirá con el maestro de su hijo en algún momento entre septiembre y octubre</li> <li>2. Ubicación: Aulas escolares (Ingrese por la puerta principal, habrá una hoja de registro, por favor registre.</li> <li>3. Otra información: Los compactos de nivel de grado se compartirán con los padres.</li> </ol> <p>Feria del Libro de Otoño</p> <ol style="list-style-type: none"> <li>1. Fecha y hora: jueves, 23 de octubre de 2023-27 de octubre de 2023, 9am-2:30pm</li> <li>2. Lugar: Biblioteca de la Escuela</li> </ol> |

- Otra información: Se enviará información adicional para agregar fondos en la cuenta de su estudiante.

#### Noche de alfabetización y tronco o golosina

1. Fecha y hora: jueves 26 de octubre de 2023
2. Ubicación: estacionamiento de Back School y cafetería escolar

#### Desfile del Día del Personaje del Libro de Cuentos

1. Fecha y hora: martes 31 de octubre de 2023, 8:30 a.m.
2. Ubicación: Pasillos de la escuela
3. Otra información: Se anima a los estudiantes a vestirse con su personaje favorito del libro.

#### Programa del Día de los Veteranos

1. Fechas y horario: jueves 9 de noviembre de 2023
2. Lugar: Cafetería de la Escuela BJE

#### Noche de Salud y Bienestar / Trote de pavo

1. Fecha y hora: jueves 16 de noviembre de 2023
2. Lugar: Cafetería de la Escuela BJE

#### Programas de vacaciones/invierno

1. Fecha: 7 de diciembre del 2023
2. Lugar: Cafetería BJE

#### <sup>80º</sup> Día de Clases

#### Ortografía

#### Desfile escolar de 100 días

#### Conferencias de padres y maestros de primavera (todos los niveles de grado; estarán disponibles en persona o virtuales)

1. Fechas y horarios: Se inscribirá con el maestro de su hijo en algún momento entre el 15 y el 16<sup>de febrero</sup>.  
Ubicación: Aulas escolares (Ingrese por la puerta principal, habrá una hoja de registro, por favor registre).

#### Día de la Carrera

4. Fecha: 23 de febrero del 2024
5. Ubicación: Aulas de profesores

#### Programa de Historia Negra

7. febrero 29, 2024
8. Lugar: Cafetería de la Escuela BJE

#### Feria del Libro de Primavera

1. Fecha y hora: 4 de marzo al 8 de marzo
2. Biblioteca Escolar BJE

#### Casa Abierta de Primavera / Título 1 Noche

4. Fecha y hora: 7 de marzo de 2024, 5:00 pm
5. Ubicación: BJE School Cafeteria & Classrooms

#### Día de campo

1. Fecha y hora: 12 de abril de 2024, 9:00am-3:00pm
2. Ubicación: Cafetería de la escuela BJE, gimnasio, campo trasero de la escuela

#### Ceremonia de entrega de premios

- Date: May 2024 (last week of school) 8:30am

|   |   |   |  |  |  |   |   |   |  |
|---|---|---|--|--|--|---|---|---|--|
|   | <ol style="list-style-type: none"> <li>1. Lugar: Ceremonia de entrega de premios de la cafetería de la escuela BJE<br/>Día Mundial de la Diversidad Cultural</li> <li>2. Fecha: 21 de mayo del 2023</li> <li>3. Ubicación: Escuela (se anima a los estudiantes a usar su prenda que represente su cultura)</li> <li>4. PTO School Dance (por anunciar).</li> </ol> <p><b>*Todas las fechas y horas están sujetas a cambios.</b></p>   |   |  |  |  |   |   |   |  |
| <b>Currículo</b>  | Barbara Jordan Elementary utiliza un plan de estudios de alta calidad que apoya el éxito de los estudiantes.  |   |  |  |  |   |   |   |  |
| <b>Formas de evaluación académica</b>   | Barbara Jordan Elementary tiene evaluaciones formativas comunes que todos los maestros dan. No importa el maestro, cada niño es evaluado a través de la misma evaluación proporcionada por el Sistema de Recursos TEKS que modela cada evaluación después de la prueba de Evaluaciones de Preparación Académica del Estado de Texas o STAAR. Las pruebas STAAR anteriores se publican y utilizan para la evaluación y la instrucción, además de otros planes de estudio.  |   |  |  |  |   |   |   |  |
| <b>Niveles de rendimiento esperados en las evaluaciones académicas</b>  | <p>Las Normas de Desempeño del Estado se pueden encontrar en este sitio web:<br/> <a href="https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards">https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards</a></p> <p>Barbara Jordan Elementary rastrea el crecimiento de cada niño durante todo el año a través de evaluaciones locales (mencionadas anteriormente). Cada niño tiene una carpeta donde los maestros los ayudan a rastrear su propio crecimiento de aprendizaje.</p> |   |  |  |  |   |   |   |  |
| <b>Formas de solicitar reuniones periódicas</b>   | Las sugerencias, ideas o inquietudes del tutor pueden comunicarse a su padre / educador familiar de BJE. Sin embargo, si necesitan reunirse con los administradores o el maestro de su hijo en otro momento, pueden enviar un correo electrónico a esa persona individual. Damos la bienvenida a cualquier idea, retroalimentación e inquietud, ya que queremos que nuestra escuela sea un lugar donde todos se sientan seguros y bienvenidos.  |   |  |  |  |   |   |   |  |
|   | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">➤</td> <td style="text-align: center;">➤</td> <td style="text-align: center;">➤</td> <td></td> </tr> </table>  |   |  |  |  | ➤ | ➤ | ➤ |  |
|   |   |   |  |  |  |   |   |   |  |
| ➤   | ➤   | ➤ |  |  |  |   |   |   |  |
| <p>Para cualquier pregunta, asistencia o inquietud sobre el CIP, la Política de participación de padres / familias y comunidad, y los Pactos del campus, comuníquese con Leida Padron, educadora de padres de BJE al 281-327-7757, o envíe un correo electrónico a leida.padron@fortbendisd.com</p> |   |   |  |  |  |   |   |   |  |