

Ector County Independent School District

Barbara Jordan Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Barbara Jordan Elementary will empower lifelong learning by being passionate, inspiring and risk taking educators for our students and community.

Vision

The vision of Jordan Elementary is to support and guide every student to develop his/her potential as a learner to the highest level.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

068901129 - BARBARA JORDAN EL

Campus	Total	128,609.0	142,927.0	5,922.0	4,877.0	122,687.0	138,050.0	0.0	0.0	122,687.0	138,050.0	95.4%	96.6%	
Ethnicity	Total	83,951.0	94,743.0	3,921.0	3,495.0	80,030.0	91,248.0	0.0	0.0	80,030.0	91,248.0	95.3%	96.3%	
Hispanic/Latino		422.0	723.0	23.0	17.0	399.0	706.0	2,578.0	0.0	0.0	399.0	706.0	94.5%	97.6%
American Indian or Alaska		3,111.0	2,614.0			3,015.0				3,015.0	2,578.0			
Asian		5,013.0	4,597.0	96.0	36.0	4,765.0	4,483.0		0.0	0.0	4,765.0	4,483.0	96.9%	98.6%
Black or African American		492.0	664.0	248.0	114.0	475.0	651.0		0.0	0.0	475.0	651.0	95.1%	97.5%
Hawaiian or Other Pacific				17.0	13.0		35,492.0		0.0	0.0			96.5%	98.0%
White		32,342.0	36,624.0	1,472.0	1,132.0	30,870.0	2,892.0				30,870.0	35,492.0		
Two or More Races		3,278.0	2,962.0	145.0	70.0	3,133.0			0.0	0.0	3,133.0	2,892.0	95.4%	96.9%
Gender		128,609.0	142,927.0			122,687.0	138,050.0		0.0	0.0	122,687.0	138,050.0	95.6%	97.6%
Male		65,510.0	74,491.0	5,922.0	4,877.0	62,461.0	71,841.0		0.0	0.0	62,461.0	71,841.0	95.4%	96.6%
Female		63,099.0	68,436.0	3,049.0	2,650.0	60,226.0	66,209.0		0.0	0.0	60,226.0	66,209.0	95.3%	96.4%
Special Population		128,609.0	142,927.0	2,873.0	2,227.0	122,687.0	138,050.0		0.0	0.0	122,687.0	138,050.0	95.4%	96.7%
Special Education		13,425.0	16,074.0	5,922.0	4,877.0	12,670.0	15,470.0		0.0	0.0	12,670.0	15,470.0	95.4%	96.6%
Economic Disadvantage		56,951.0	47,288.0	2,901.0	1,934.0	54,050.0	45,354.0		0.0	0.0	54,050.0	45,354.0	94.4%	96.2%
LEP		28,386.0	34,581.0	1,420.0	1,240.0	26,966.0	33,341.0		0.0	0.0	26,966.0	33,341.0	94.9%	95.9%
At Risk		49,846.0	61,272.0	2,492.0	2,343.0	47,354.0	58,929.0		0.0	0.0	47,354.0	58,929.0	95.0%	96.4%
Gifted and Talented		13,290.0	61,272.0	2,492.0	2,343.0	12,814.0	9,513.0		0.0	0.0	12,814.0	9,513.0	95.0%	96.4%
Other		0.0	9,718.0	476.0	205.0	0.0	0.0		0.0	0.0	0.0	9,513.0	95.0%	96.2%
ELL		4,212.0	0.0	0.0	0.0	0.0	3,122.0		0.0	0.0	3,872.0	0.0	96.4%	97.9%
Gifted and Talented		195.0	3,402.0	340.0	280.0	0.0	0.0		0.0	0.0	182.0	3,122.0	0.0%	0.0%
Other		17,796.0	0.0	13.0	0.0	182.0	21,322.0		0.0	0.0	16,651.0	0.0	91.9%	91.8%
ELL		1,884.0	22,397.0	1,145.0	1,075.0	16,651.0	9,223.0		0.0	0.0	1,825.0	21,322.0	93.3%	0.0%
Gifted and Talented		413.0	0.0	9,466.0	59.0	243.0	790.0	0.0	0.0	0.0	408.0	0.0	93.6%	95.2%

Talented						408.0	0.0		790.0	0.0		
Migrant	136,880.0	796.0	0.0	5.0	6.0			138,135.0	129,748.0		96.9%	97.4%
Homeless Status		143,722.0		0.0	0.0						98.8%	99.2%
Unaccompanied Youth				9,606.0	5,587.0						0.0%	0.0%
Early Reading Indicator											94.8%	96.1%

Demographics Strengths

Jordan has very little turn over on teachers. This has allowed the campus to maintain consistency and build a strong foundation for the students in K-2nd. Setting the foundation for the students in K-2 is important for the success Jordan has had in grades 3-5. Our attendance zone is growing as Betenbough and other builders continue to build more homes. The consistency and expectations set for students and staff helps create a successful learning environment for students.

Student Achievement

Student Achievement Summary

SCHOOL OVERVIEW 2018-19

C

73 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

[Tell Me More](#)

CHANGE OVER TIME

Met StandardC

70 out of 100 2017-18

73 out of 100 2018-19

This shows how overall performance at the school has changed over time.

STUDENT ACHIEVEMENT

C

75 out of 100

SCHOOL PROGRESS

D

CLOSING THE GAPS

D

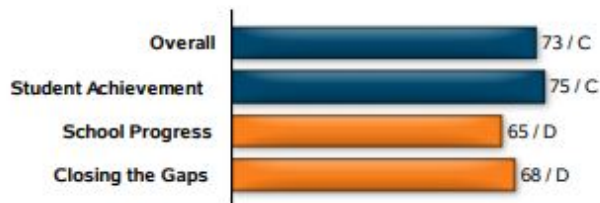
Texas Education Agency 2018-19 School Report Card BARBARA JORDAN EL (068901129)

Accountability Rating



BARBARA JORDAN EL earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for BARBARA JORDAN EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: ECTOR COUNTY ISD
Campus Type: Elementary
Total Students: 771
Grade Span: KG - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about BARBARA JORDAN EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	95.8%	93.5%	95.4%
Enrollment by Race/Ethnicity			
African American	4.0%	3.9%	12.6%
Hispanic	64.7%	76.3%	52.6%
White	25.3%	17.3%	27.4%
American Indian	0.5%	0.3%	0.4%
Asian	2.5%	0.9%	4.5%
Pacific Islander	0.4%	0.3%	0.2%
Two or More Races	2.6%	1.1%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	41.2%	56.4%	60.6%
English Learners	21.9%	18.6%	19.5%
Special Education	7.9%	8.6%	9.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.6	20.2	18.9
Grade 1	19.8	21.0	18.8
Grade 2	20.0	20.0	18.7
Grade 3	20.0	19.9	18.9
Grade 4	22.0	20.4	19.2
Grade 5	20.8	22.6	21.2

Student Achievement Strengths

The student achievement was 75 overall. As a campus 75% of our students are approaching, meeting or mastering the STAAR test.

are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	63%	79%	77%	79%	77%	*	100%	*	89%	77%
	2018	77%	63%	77%	76%	75%	82%	*	100%	-	88%	73%
ELA/Reading	2019	75%	61%	82%	71%	82%	80%	*	100%	*	100%	78%
	2018	74%	60%	79%	89%	76%	80%	*	100%	-	100%	74%
Mathematics	2019	82%	67%	83%	79%	83%	82%	*	100%	*	89%	83%
	2018	81%	67%	81%	67%	79%	86%	*	100%	-	100%	76%
Writing	2019	68%	52%	65%	60%	71%	44%	*	*	-	100%	68%
	2018	66%	52%	68%	60%	64%	78%	-	*	-	*	67%
Science	2019	81%	69%	76%	100%	69%	96%	-	*	-	*	67%
	2018	80%	71%	72%	*	68%	83%	-	*	-	*	67%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	32%	43%	44%	41%	44%	*	76%	*	52%	38%
	2018	48%	31%	39%	44%	35%	45%	*	92%	-	53%	36%
ELA/Reading	2019	48%	32%	47%	50%	45%	47%	*	80%	*	50%	45%
	2018	46%	31%	42%	56%	37%	48%	*	89%	-	57%	37%
Mathematics	2019	52%	32%	44%	29%	44%	42%	*	80%	*	56%	38%
	2018	50%	30%	42%	33%	39%	45%	*	100%	-	57%	38%
Writing	2019	38%	23%	29%	40%	34%	14%	*	*	-	60%	24%
	2018	41%	27%	34%	60%	29%	39%	-	*	-	*	38%

Science	2019	54%	36%	44%	67%	30%	79%	-	*	-	*	35%
	2018	51%	36%	27%	*	22%	35%	-	*	-	*	24%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	12%	19%	13%	16%	23%	*	40%	*	33%	18%
	2018	22%	11%	16%	12%	14%	19%	*	35%	-	29%	16%
ELA/Reading	2019	21%	11%	22%	29%	18%	26%	*	40%	*	50%	19%
	2018	19%	10%	22%	11%	19%	28%	*	33%	-	43%	21%
Mathematics	2019	26%	13%	20%	7%	21%	17%	*	40%	*	22%	22%
	2018	24%	11%	17%	22%	15%	18%	*	22%	-	29%	18%
Writing	2019	14%	6%	5%	0%	2%	8%	*	*	-	20%	7%
	2018	13%	6%	7%	0%	5%	6%	-	*	-	*	4%
Science	2019	25%	12%	21%	0%	10%	54%	-	*	-	*	13%
	2018	23%	11%	4%	*	4%	0%	-	*	-	*	6%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	61	62	72	63	52	*	85	-	77	64
	2018	69	63	60	67	59	63	-	66	-	67	65
ELA/Reading	2019	68	63	61	67	62	52	*	90	-	94	63
	2018	69	64	64	58	62	66	-	88	-	*	63
Mathematics	2019	70	60	62	78	64	53	*	80	-	57	65
	2018	70	63	57	75	55	59	-	44	-	*	67

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Domain 2 Academic Growth was 65 overall which does not meet expectations. **Root Cause:** Lack of student progress from 3rd to 4th grades. The campus has not gone far enough with the data provided to see the areas that are in need of focus to to improve student growth

School Culture and Climate

School Culture and Climate Summary

Jordan had a population of 853 students with 53 teachers, 6 aides, 3 Special Education teachers, 1 Dyslexia teacher, 3 full time office staff, 1 full-time nurse, 5 custodians, 1 principal and 2 assistant principal. Jordan is rated as Met Standard

Student Information	Campus		District	State
	Count	Percent		
Total Students	771	100.0%	33,159	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	4.9%	4.4%
Kindergarten	143	18.5%	7.7%	6.9%
Grade 1	121	15.7%	8.0%	7.1%
Grade 2	109	14.1%	7.5%	7.2%
Grade 3	126	16.3%	7.7%	7.3%
Grade 4	142	18.4%	8.1%	7.6%
Grade 5	130	16.9%	7.9%	7.7%
Grade 6	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.2%	7.5%
Grade 8	0	0.0%	7.1%	7.5%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	6.8%	7.4%
Grade 11	0	0.0%	5.8%	6.9%
Grade 12	0	0.0%	5.2%	6.5%
Ethnic Distribution:				
African American	31	4.0%	3.9%	12.6%
Hispanic	499	64.7%	76.3%	52.6%
White	195	25.3%	17.3%	27.4%
American Indian	4	0.5%	0.3%	0.4%
Asian	19	2.5%	0.9%	4.5%
Pacific Islander	3	0.4%	0.3%	0.2%
Two or More Races	20	2.6%	1.1%	2.4%
Economically Disadvantaged	318	41.2%	56.4%	60.6%
Non-Educationally Disadvantaged	453	58.8%	43.6%	39.4%
Section 504 Students	5	0.6%	0.7%	6.5%
English Learners (EL)	169	21.9%	18.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.1%	2.0%	1.4%
Students w/ Dyslexia	11	1.4%	2.8%	3.6%
At-Risk	315	40.9%	57.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	21.3%	45.8%	42.4%
Students with Physical Disabilities	35	57.4%	29.6%	21.9%
Students with Autism	8	13.1%	8.1%	13.7%

Students with Behavioral Disabilities	5	8.2%	14.7%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	1.9%	1.4%
Mobility (2017-18):				
Total Mobile Students	52	7.5%	18.5%	15.4%

School Culture and Climate Strengths

Jordan staff includes 15 teachers that have 20+ years of experience. Jordan also has 10 teachers who have between 11-20 years of experience. The knowledge and experience of our veteran teachers exemplify the success of students on our campus.

Staff Information	Count/Average	Percent	District	State
Total Staff	57.3	100.0%	100.0%	100.0%
Professional Staff:	54.3	94.8%	66.8%	64.1%
Teachers	48.2	84.1%	52.4%	49.8%
Professional Support	4.1	7.2%	10.8%	10.1%
Campus Administration (School Leadership)	2.0	3.5%	3.1%	3.0%
Educational Aides:	3.0	5.2%	6.1%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	1.0	n/a	82.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	21.9	38.1%	56.3%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.9	1.9%	4.9%	10.6%
Hispanic	18.9	39.1%	41.1%	27.7%
White	28.4	58.9%	51.6%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.1%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	4.2	8.8%	22.1%	23.8%

Females	43.9	91.2%	77.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.1%	5.2%	1.4%
Bachelors	36.4	75.5%	71.5%	73.6%
Masters	10.8	22.5%	22.7%	24.3%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.9	12.2%	12.9%	7.0%
1-5 Years Experience	11.0	22.7%	32.7%	28.9%
6-10 Years Experience	7.0	14.5%	15.6%	19.0%
11-20 Years Experience	9.4	19.5%	21.9%	29.3%
Over 20 Years Experience	15.0	31.1%	16.9%	15.7%
Number of Students per Teacher	16.0	n/a	17.3	15.1

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student overall growth is not reaching the standards set by state. **Root Cause:** All stakeholders have not embraced the growth mindset for the school

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

ECISD utilizes a variety of recruiting strategies to grow staff; including, alternative certification programs, college fairs, Odessa Pathways and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

Staff Information	Count/Average	Percent		
Total Staff	57.3	100.0%	100.0%	100.0%
Professional Staff:	54.3	94.8%	66.8%	64.1%
Teachers	48.2	84.1%	52.4%	49.8%
Professional Support	4.1	7.2%	10.8%	10.1%
Campus Administration (School Leadership)	2.0	3.5%	3.1%	3.0%
Educational Aides:	3.0	5.2%	6.1%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	31.0	4,414.0
Part-time Counselors	0.0	n/a	1.0	572.0
Full-time	1.0	n/a	82.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	21.9	38.1%	56.3%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.9	1.9%	4.9%	10.6%
Hispanic	18.9	39.1%	41.1%	27.7%
White	28.4	58.9%	51.6%	58.4%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	1.1%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	1.1%	1.1%

Staff Information	Count/Average	Percent		
Males	4.2	8.8%	22.1%	23.8%
Females	43.9	91.2%	77.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.1%	5.2%	1.4%
Bachelors	36.4	75.5%	71.5%	73.6%
Masters	10.8	22.5%	22.7%	24.3%
Doctorate	0.0	0.0%	0.6%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.9	12.2%	12.9%	7.0%
1-5 Years Experience	11.0	22.7%	32.7%	28.9%
6-10 Years Experience	7.0	14.5%	15.6%	19.0%
11-20 Years Experience	9.4	19.5%	21.9%	29.3%
Over 20 Years Experience	15.0	31.1%	16.9%	15.7%
Number of Students per Teacher	16.0	n/a	17.3	15.1

Staff Quality, Recruitment, and Retention Strengths

The retention rate of staff at Jordan is 65%. Jordan uses PLCs, birthday luncheons and celebrations for all staff members. Jordan has developed a family atmosphere for the staff members. The amount of years staff members have remained at Jordan shows the investment they have in the campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is not a large applicant pool to choose from in ECISD **Root Cause:** The lack of affordable housing, cost of living and availability of higher paying jobs in private sector has limited applicants for ECISD.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Jordan follows the district scope and sequence for all subject areas. Students are assessed on the STAAR, unit test, running records, fluency folders and campus/teacher made assessments. Teachers will set aside time to provide small group intervention and close gaps. Part time tutors will be hired to work with small groups of students who have larger gaps. Teachers will set SMART goals to address gaps and needs in student learning based on assessments given. These goals are revisited throughout the year to check on progress and may be adjusted as needed. Jordan follows the ECISD RTI process to ensure that students are receiving intervention and documentation will be provided.

Curriculum, Instruction, and Assessment Strengths

Jordan will use PLCs to use Know and Shows to gain a deeper understanding of student understanding and misunderstanding of concepts. Teachers will lesson plan together and focus on student outcomes with the DDI process.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of teacher and administration understanding of student learning outcomes. **Root Cause:** Lack of training and follow up at district and campus level. Implementation of Relay will be a large component for teacher and administration with this process.

Parent and Community Engagement

Parent and Community Engagement Summary

Jordan provided several opportunities throughout the year for parents to attend and learn concepts with their students through vertical nights. Jordan host Reading, Math, and Science Fair nights for parents. Kinder parents participate in celebrating reading. Jordan has face-to-face parent conferences to share student progress, we have informational meetings for struggling students and parent participate in RTI process. The parents also help with Field day and Fall Festival. Jordan makes home visits, Hockey nights, attendance meeting, VIPS luncheon, awards assemblies, and parent partners to encourage student success.

Parent and Community Engagement Strengths

Jordan works with parents to help celebrate student success along with working together to close gaps. The involvement between the campus, parents and community has helped with student's success. The Jordan PTA and VIPS are vital members of the campus.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement is lower then expected. **Root Cause:** Poor communication from the campus and planning by the campus to involve parents.

School Context and Organization

School Context and Organization Summary

Jordan goals are aligned to the ECISD goals and we follow all district initiatives. Grade level PLCs meet weekly. CIT will meet four times during the year to evaluate our progress. The campus is looking to be 1:1 with student devices during 2020 school year.

School Context and Organization Strengths

CIT is involved in the school goals and planning. PLCs strengthen individual teachers, grade levels and the school as a whole. Jordan has student VIPS and self-managers. There are teachers from every grade level on a leadership team.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students score below expectations in Domain 2 of student growth. **Root Cause:** Lack of focused data desegregation and feedback

Technology

Technology Summary

Equipment:

Jordan Smartboards, document cameras and projectors in all of the classrooms. The classes at Jordan utilize on 9- lock and charge that contains 30 laptops. The Jordan library currently has 4 working computers and 25 iPad for students. Jordan teachers have individual teacher laptops. Jordan purchased 2 sets of Google Expedition googles for the students to use while they are learning.

Program:

Jordan provides software for students to utilize at school and at home. In school, students have either in school or at home access to: Flocabulary, Imagine Literacy and Math, Brainpop, Brainpop jr., Bookflix, Brainchild, Education City, Accelerated Reader components, and currently gained access to Myon.

Teachers use the Imagine Reading and Math, Classworks, Eduphoria, and Accelerated Reader information to help assist with target instruction for students.

Technology Strengths

Jordan students have access to computers during the day whether in the classroom or library.

Problem Statements Identifying Technology Needs





Problem Statement 1: Lack of 1:1 technology for students. **Root Cause:** School budget lacks funding for 1:1 technology.

Priority Problem Statements

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.





Performance Objective 1: Student attendance will increase from 95.2% in 2019-2020 to 96.2% in 2020-2021

Strategy 1: Jordan Elementary will have monthly attendance incentives per grade level to improve attendance		
Strategy's Expected Result/Impact: To increase attendance to 96.2		Formative
Staff Responsible for Monitoring: Administration, teachers, attendance clerk and counselor		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: Improve low-performing schools	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
Comprehensive Support Strategy		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Jordan will provide an environment to meet the educational needs of all learners.

Evaluation Data Sources: Student, parent and staff surveys





Summative Evaluation: None

Strategy 1: Students, parents and staff will be surveyed multiple times during the school year on school overall performance	
Strategy's Expected Result/Impact: Input from stakeholders to help shape and form school environment.	Formative
Staff Responsible for Monitoring: Administration and office staff	Oct
Title I Schoolwide Elements: 2.6, 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Jordan will provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: PLCs, MAP testing, Formative, summative assessments.





Summative Evaluation: None

Strategy 1: By using Data Driven Instruction to look at all students needs at their level.	
Strategy's Expected Result/Impact: Improved student growth for school year	Formative
Staff Responsible for Monitoring: Administration, teachers	Oct
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: Improve low-performing schools	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Jordan will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: PLCs, Google Classroom usage, Seesaw





Summative Evaluation: None

Strategy 1: Using technology to leverage learning for students, teachers and staff.	
<p>Strategy's Expected Result/Impact: To be 1:1 on devices for students. Teachers to utilize all district approved programs and platforms to increase technology use.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Formative</p>
	<p>Oct</p>
	<p>Jan</p>
	<p>Mar</p>
	<p>Summative</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	<p>May</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 5: Jordan will follow the district's rigorous, relevant and engaging curriculum.

Evaluation Data Sources: PLCs, lesson plans, student assessments





Summative Evaluation: None

Strategy 1: PLCs, staff meetings, online training to educate staff on the curriculum and expectations.	
<p>Strategy's Expected Result/Impact: Staff will follow district curriculum which will create consistency across the entire school district for teachers and students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 6: Jordan will develop the Adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Evaluation Data Sources: Students social and emotional well being

Summative Evaluation: None

Strategy 1: Students will learn strategies to become healthy with their social, emotional and academic learning. The counselor will provide weekly lessons for teachers to help our students	
Strategy's Expected Result/Impact: More prepared students socially, emotionally and academically.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: All staff	
Title I Schoolwide Elements: 2.5	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 7: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.





Evaluation Data Sources: Parent surveys, student surveys, parent/teacher conferences.

Summative Evaluation: None

Performance Objective 8: Jordan will provide a safe and supportive school environment.

Evaluation Data Sources: Training, surveys and evaluation of overall campus environment. Following district programs Champs/PBIS and Unconscious Bias.





Summative Evaluation: None

Strategy 1: All staff will receive training for campus health and safety, including safety and security drills, COVID -19 hygiene procedures and all building procedures.		
Strategy's Expected Result/Impact: Staff and students will be prepared for situations and the proper response to situations		Formative
Staff Responsible for Monitoring: All staff		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
Strategy 2: Jordan will follow Champs/PBIS and administration will be TBSI trained		
Strategy's Expected Result/Impact: Lower discipline referrals		Formative
Staff Responsible for Monitoring: All staff		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 9: Jordan will continue to seek parental and community partnerships that promote excellence in our schools.

Evaluation Data Sources: Parent meetings, surveys for parents and community. Collaboration with parents and community partners for family nights, school beautification and student rewards for growth and attendance.

Summative Evaluation: None

Strategy 1: Jordan will use social media, parent link, school wide communication system to reach parents.		
Strategy's Expected Result/Impact: More informed parents of school activities		Formative
Staff Responsible for Monitoring: Administration		Oct
Title I Schoolwide Elements: 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Invest in Talent: Jordan will develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Jordan will have a staff retention rate of 100%.

Evaluation Data Sources: Retention rate, surveys

Summative Evaluation: None

Strategy 1: Jordan will create positive incentives for teachers and staff with team building and timely professional development using After the Bells and PLCs.

Strategy's Expected Result/Impact: Improved staff retention

Staff Responsible for Monitoring: Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative


Oct


Jan


Mar


Summative

May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: Learning Journey: Jordan will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. Jordan will equip students to be adaptable in an ever-changing society.

Performance Objective 1: Jordan will increase the number of MEETS standard on all STAAR assessments from 43% to 55% by May 2021

Evaluation Data Sources: STAAR , DBAs

Summative Evaluation: None

Strategy 1: PLCs will focus on student learning outcomes by focusing on KNOW AND SHOWS and Data Driven Instruction for all students.	
Strategy's Expected Result/Impact: Increasing teacher and student understanding of expected learning outcomes	Formative
Staff Responsible for Monitoring: Administration and teachers	Oct
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: The number of Jordan students reading on grade level will increase in K-5 by 5% from Beginning of Year assessment to the End of Year assessment.

Targeted or ESF High Priority

Evaluation Data Sources: MAP, Imagine literacy

Summative Evaluation: None


Strategy 1: All students will be assessed and monitored during school year. Those below expectations will receive further reteaching and smaller group intervention.


Strategy's Expected Result/Impact: Increase in student reading growth	Formative
Staff Responsible for Monitoring: Administration and teachers	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	May

Problem Statements: None

Funding Sources: None

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Jordan students achieving the MEETS standard on STAAR in Math will increase by the following:

3rd grade math from 53% to 60%

4th grade math from 43% to 50%

5th grade math from 38% to 50%

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: Teachers and students will use data trackers to check student growth. Using this information to drive instruction and also have student's involved in their growth process.

Strategy's Expected Result/Impact: Students and teachers have a better understanding of areas of need.

Staff Responsible for Monitoring: Teachers, students and administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Teachers and staff will attend weekly PLCs to look at student data and plan. The planning will be used to understand when students do not understand a concept or to extend the learning when it is understood.

Strategy's Expected Result/Impact: Increased awareness of student learning expectations and areas that need focus

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: Jordan students achieving the MEETS standard on STAAR in Reading will increase by the following:

3rd grade reading from 59% to 65%

4th grade reading from 38% to 45%

5th grade reading from 45% to 55%

Evaluation Data Sources: STAAR 2021

Summative Evaluation: None

Strategy 1: Teachers and students will use data trackers to check student growth. Using this information to drive instruction and also have student's involved in their growth process.

Strategy's Expected Result/Impact: Students and teachers have a better understanding of areas of need.

Staff Responsible for Monitoring: Teachers, students and administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Teachers and staff will attend weekly PLCs to look at student data and plan. The planning will be used to understand when students do not understand a concept or to extend the learning when it is understood.

Strategy's Expected Result/Impact: Increased awareness of student learning expectations and areas that need focus

Staff Responsible for Monitoring: Teachers, Administration

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

None

Formative

Oct


Jan


Mar

Summative

May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Addendums