

Fort Bend Independent School District

Jordan Elementary

2025-2026 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	5
Demographics	5
Barbara Jordan Elementary Overview	5
Student Populations Served	7
Student Learning	12
STAAR DATA	12
Reading Highlights:	13
Math Highlights:	13
Science Concern:	14
Math Growth (Fall to Spring 2024–2025)	14
Math Achievement – Winter 2024–2025	15
Math Achievement – Spring 2024–2025	15
Reading Achievement – Fall 2024	19
Reading Achievement – Spring 2025	19
Reading	22
Math	22
School Processes & Programs	24
School Processes and Programs Summary	24
FBISD Curriculum Implementation	24
Leadership Team and Committees	24
Technology Integration	24
Professional Practices	24
Organizational Support	25
1. Strong Curriculum Alignment and Implementation	25
2. Collaborative Leadership and Shared Decision-Making	25
3. Effective Technology Integration	26
4. Professional Learning Culture	26
5. Comprehensive Student Support Systems	26
6. Strong Communication and Operational Systems	26
7. Positive School Culture and Staff Recognition	26
Perceptions	28
Overall Perceptions	28
Priority Problem Statements	29
Comprehensive Needs Assessment Data Documentation	30
Goals	32

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities	32
Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.	41
Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.	45
State Compensatory	48
Budget for Jordan Elementary	48
Addendums	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Barbara Jordan Elementary, a Title I campus since 2022, serves 410 students in Richmond, Texas, within Fort Bend ISD. Enrollment has gradually declined from 512 in 2020–2021, but our commitment to high-quality, equitable education remains strong.

Our student population is culturally diverse: African American (35%), Hispanic (32%), Asian (20%), White (7%), Native American (1%), and Two or More Races (5%), with 69% identified as economically disadvantaged. We also serve 127 Emergent Bilingual students, 78 students in special education programs, 147 at-risk students, and 12 Gifted and Talented students.

The campus achieved a 95.6% attendance rate in 2024–2025, surpassing the district goal. Discipline referrals dropped from 119 to 39 in one year due to a structured behavior management system, though disparities by student group remain a focus for improvement.

Our staff of 35 teachers, 2 professional support members, 12 educational aides, and 4 administrators reflects the diversity of our student body, with over half of teachers identifying as African American. A student-to-teacher ratio of 13.4, lower than the district average, allows for more personalized instruction.

Barbara Jordan Elementary will continue to leverage its diversity, strong attendance, and dedicated staff to drive equity, achievement, and belonging for all students.

Barbara Jordan Elementary Overview

Location: Richmond, Texas

District: Fort Bend ISD

Established: 2002

Title I Status: Since 2022

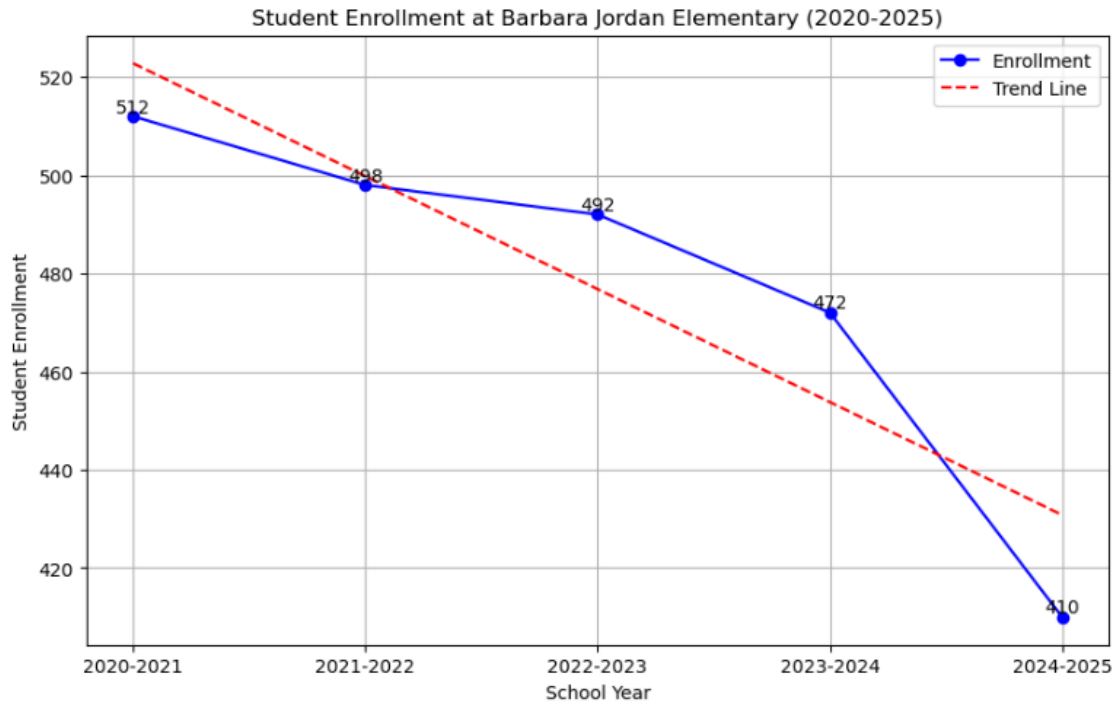
2024-2025 Economic Disadvantage 69%

STUDENT ENROLLMENT

2024-2025 Student Enrollment 410

This chart highlights a steady decline in enrollment, dropping from 512 students in 2020–2021 to 410 in 2024–2025.

Exact enrollment numbers labeled at each point
A **red dashed trend line** projecting the enrollment pattern



STUDENT ATTENDANCE

2024-2025 Student Attendance 95.6%

Barbara Jordan Elementary proudly met the district’s 95% attendance goal for the 2024–25 school year. This milestone reflects targeted efforts to improve student attendance through a positive school climate, strong family engagement, and focused support for at-risk students.

Campus Attendance for Years: 2023, 2024, 2025 for Barbara Jordan Elem

	Percent in Attendance	Percent in Attendance	Percent in Attendance
Campus	2022 - 2023	2023 - 2024	2024 - 2025
(079907141) - Barbara Jordan EL	94.4%	94.9%	95.6%
Campus Total	94.4%	94.9%	95.6%

STUDENT DEMOGRAPHICS

The student demographics for 2024–2025 remained consistent, with minimal changes across ethnic groups.

Ethnicity	Percentage
African American	35%
Hispanic	32%
Asian	20%
White	7%
Native American	1%
Two or More Races	5%

Student Populations Served

Program	Number of Students
General Education	368

Program	Number of Students
Special Education Programs (ABC, SIALS, CLASS PLUS, ECSE-3, ECSE - 4, RESOURCE, & IN CLASS SUPPORT)	78
Emergent Bilingual (EB)	127
Gifted & Talented	12
At-Risk	147

STUDENT DISCIPLINE

The campus implemented a structured behavior management system aimed at promoting positive student behavior and reducing the number of discipline referrals. As a result, referrals significantly decreased from 119 in the 2023–2024 school year to 39 in 2024–2025. However, discipline continues to disproportionately impact African American and White students. The campus will conduct a thorough data analysis to inform the development of a targeted action plan addressing the higher referral rates among these student groups.

Significant Disproportionality (DVM Method)								
Calculates for data visible on <u>Discipline Report Details</u> tab								
Ent:								
141								
	Black or African American	American Indian or Alaskan Native	Asian	Hispanic	2 or More Races	Native Hawaiian or Other Pacific Islander	White	Total
Student Count	162	2	95	144	23	1	30	457
Filter Count	24	0	0	0	0	0	12	36
Disproportionality Rate	1.9	NA	NA	NA	NA	NA	5.1	
					</			

Staff Information	Count/Average
Teachers	35
Professional Support	2
Educational Aides	12
Campus Administration (School Leadership)	4

Teachers by Ethnicity	Percentage
African American	51%
Hispanic	7%
White	23%
Asian	17%
Two or More Races	3%

Teachers by Gender	Count
Males	2
Females	33
Teachers by Highest Degree Held	Count
Bachelors	26
Masters	6
Doctorate	3

Teacher by Years of Experience	Number of Years
Beginning Teachers	1
1-5 Years Experience	13
6-10 Years Experience	12
11-20 Years Experience	5
21-30 Years Experience	4

Campus Student to Teacher Ratio	District Student to Teacher Ratio
13.4	16.3

Demographics Strengths

Barbara Jordan Elementary is proud to be a culturally diverse campus that reflects the vibrant community we serve. Our student body includes African American (35%), Hispanic (32%), Asian (20%), White (7%), and multiracial students, creating a rich learning environment where differences are celebrated and every child feels seen and valued.

This diversity strengthens our school culture by promoting empathy, inclusion, and global awareness from an early age. Students learn from one another's backgrounds, preparing them to be thoughtful, respectful, and informed citizens in today's world.

Another strength is the alignment between our staff and student demographics. Over half of our teachers are African American, and we also have representation from Asian, Hispanic, and multiracial backgrounds. This allows students to see themselves reflected in the adults who lead and support them each day—building strong relationships and positive role models across the campus.

We are also committed to meeting the needs of a wide range of learners, including Emergent Bilingual students, students receiving special education services, and those identified as at-risk. Our staff works together to provide tailored support and equitable access to learning opportunities for all students.

At Barbara Jordan Elementary, our diversity isn't just part of who we are—it's one of our greatest strengths. It brings us together, enriches our experiences, and prepares our students for a bright future.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are exhibiting increased emotional distress, low self-esteem, and limited coping skills, indicating a need for more structured and consistent social-emotional learning (SEL) and mental health supports.

Root Cause: Limited access to consistent SEL instruction, inadequate mental health support systems, and the absence of structured programs to build emotional resilience and coping strategies contribute to these challenges.

Problem Statement 2: Teacher and staff mindsets have not fully aligned with the shifting needs of a growing economically disadvantaged student population, creating barriers to engagement and academic success that require more responsive and empathetic instructional practices.

Root Cause: There has been limited professional development and ongoing support to help teachers shift their mindsets and instructional practices in response to the increasing economic challenges and changing needs of the student population.

Student Learning

Student Learning Summary

Barbara Jordan Elementary's 2024–2025 assessment data shows strong gains in Reading, mixed results in Math, and persistent challenges in Science. While students often begin the year with above-average MAP Achievement scores, growth rates remain below national expectations, indicating the need for targeted instructional adjustments.

Reading:

STAAR results show consistent improvement, with Masters-level performance increasing from 25% (2023) to 29% (2025) and significant 5th grade gains (Masters: 30% → 47%). MAP Reading started strong (median percentile 52nd) but declined to 47th by spring, with nearly half of students showing low or very low growth.

Math:

STAAR results highlight 4th grade growth (Masters: 20% → 31%; Meets: 45% → 57%) and a rebound in 3rd grade (Masters: 4% → 13%), while 5th grade performance declined. MAP Math started at the 56th percentile and ended at the 51st, with 47% of students showing limited growth.

Science:

5th grade STAAR Science remains an area of concern, with only 10% at Masters and 22% at Meets despite small gains.

Focus Areas:

- Maintain and expand effective literacy practices driving 5th grade gains.
- Increase the percentage of students meeting high growth targets in Reading and Math.
- Strengthen math instruction in upper grades while sustaining early-grade recovery.
- Implement a targeted plan to improve Science mastery through hands-on and standards-aligned instruction.

STAAR DATA

	Math				READING			
5th Grade	STAAR 23	STAAR 24	STAAR 25		5th Grade	5th STAAR 23	STAAR 24	STAAR 25
Masters	15%	16%	11%		Masters	39%	30%	47%
At or Above Meets	39%	47%	44%		At or Above Meets	60%	61%	68%
At or Above Approaches	73%	74%	69%		At or Above Approaches	79%	83%	81%
4th Grade	STAAR 23	STAAR 24	STAAR 25		4th Grade	4th STAAR 23	STAAR 24	STAAR 25
Masters	20%	28%	31%		Masters	22%	27%	22%
At or Above Meets	45%	48%	57%		At or Above Meets	43%	53%	60%
At or Above Approaches	63%	73%	74%		At or Above Approaches	73%	84%	84%
3rd Grade	STAAR 23	STAAR 24	STAAR 25		3rd Grade	3rd STAAR 23	STAAR 24	STAAR 25
Masters	11%	4%	13%		Masters	14%	9%	17%
At or Above Meets	36%	21%	36%		At or Above Meets	45%	38%	45%
At or Above Approaches	69%	55%	64%		At or Above Approaches	75%	70%	75%
MATH ALL STUDENTS	2023	2024	2025		READING ALL STUDENTS	2023	2024	2025
Masters	15%	16%	18%		Masters	25%	22%	29%
At or Above Meets	40%	39%	46%		At or Above Meets	49%	51%	58%
At or Above Approaches	68%	67%	69%		At or Above Approaches	75%	79%	80%
SCIENCE								
5th Grade Science	STAAR 23	STAAR 24	STAAR 25					
Masters	7%	2%	10%					
At or Above Meets	22%	13%	22%					
At or Above Approaches	58%	52%	67%					

Barbara Jordan Elementary has shown **steady improvement in overall student performance**, particularly in **Reading**, while **Math** results reflect both gains and areas needing continued attention. **Science performance** remains an area of concern.

Reading Highlights:

- **Overall reading performance has improved each year**, with the percentage of students at the *Masters level* increasing from **25% (2023)** to **29% (2025)**.
- Notable growth was observed in **5th grade**, where Masters level scores rose significantly from **30% (2024)** to **47% (2025)**.
- **3rd and 4th grade reading scores** show stability, with *Approaches and Meets* levels remaining strong and consistent, indicating sustained foundational growth.

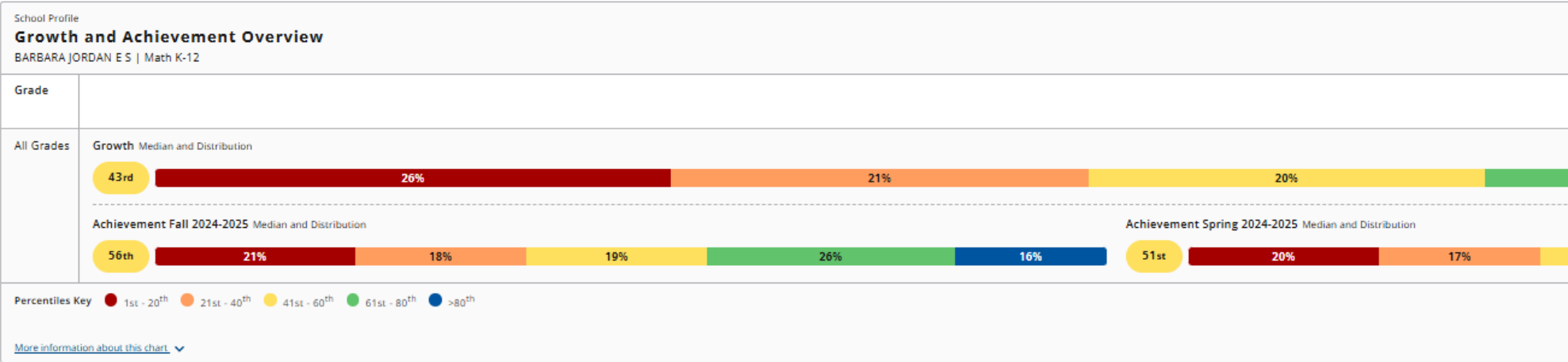
Math Highlights:

- **Math scores show mixed results across grade levels.** While 4th grade saw continued growth from 2023 to 2025 (Masters: 20% → 31%; Meets: 45% → 57%), **5th grade saw a decline in Masters level from 16% to 11%** in 2025.
- **3rd grade math improved in 2025** (Masters: 4% → 13%), recovering from a dip in 2024, yet still remains an area for focused intervention.
- Overall, math scores show a **modest improvement** at the Masters and Meets levels for all students from 2024 to 2025 (Masters: 16% → 18%; Meets: 39% → 46%).

Science Concern:

- **Science performance in 5th grade remains significantly low**, despite slight gains (Masters: 2% → 10%; Meets: 13% → 22%). These scores highlight a critical need for targeted instructional improvement and curriculum support in science.

Math MAP - Campus Growth and Achievement



Math Growth (Fall to Spring 2024–2025)

- **Median Growth Percentile: 43rd percentile**
- Indicates **slightly below-average growth** overall.
- **Distribution:**
 - **26%** of students fall within the **1st–20th percentile** (dark red – very low growth).
 - **21%** in the **21st–40th percentile** (orange – low growth).
 - **20%** in the **41st–60th percentile** (yellow – average growth).

- **16%** in the **61st–80th percentile** (green – above-average growth).
- **17%** in the **>80th percentile** (blue – high growth).

Interpretation:

A large portion (47%) of students had **low or very low growth**, suggesting a need for more effective differentiation and interventions.

Math Achievement

Math Achievement – Winter 2024–2025

- **Median Percentile: 56th percentile**
 - Slightly **above national average** achievement at the start of the year.
- **Distribution:**
 - 21% (1st–20th percentile) – below grade level.
 - 18% (21st–40th) – approaching grade level.
 - 19% (41st–60th) – at grade level.
 - 26% (61st–80th) – above grade level.
 - 16% (>80th) – well above grade level.

Interpretation:

A strong start to the year with more than 40% of students scoring **above the 60th percentile**.

Math Achievement – Spring 2024–2025

- **Median Percentile: 51st percentile**
 - Slight **decline** in median percentile from fall (56th → 51st).
- **Distribution:**
 - 20% (1st–20th) – below grade level.
 - 17% (21st–40th) – approaching grade level.
 - 23% (41st–60th) – at grade level.

- 26% (61st–80th) – above grade level.
- 14% (>80th) – well above grade level.

Interpretation:

While the overall achievement remains around the national average, the **slight drop** in median percentile suggests students **did not make typical progress** compared to peers nationally.

Key Takeaways for Math MAP Growth and Achievement

- Students at Barbara Jordan Elementary began the year with **above-average achievement**, but the **growth across the year was below average**.
- Nearly **half of the students experienced limited or minimal growth**, potentially leading to **flat or declining performance trends**.
- A focus should be placed on improving **student growth outcomes**, especially for students in the lower percentiles.

Math MAP -Growth and Achievement by Grade Level K-5

Growth and Achievement by Grade

BARBARA JORDAN E S | Math K-12

Grade ↑

K

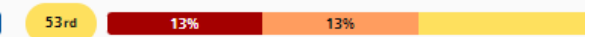
Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



Grade 1

Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution

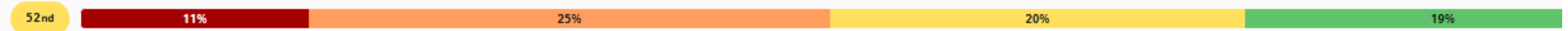


Achievement Spring 2024-2025 Median and Distribution



Grade 2

Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



Grade 3

Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution

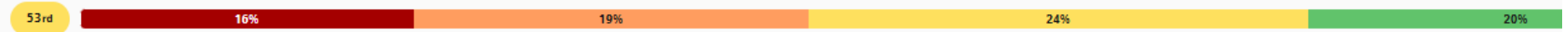


Achievement Spring 2024-2025 Median and Distribution



Grade 4

Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



Grade 5

Growth Median and Distribution



Achievement Fall 2024-2025 Median and Distribution



Achievement Spring 2024-2025 Median and Distribution



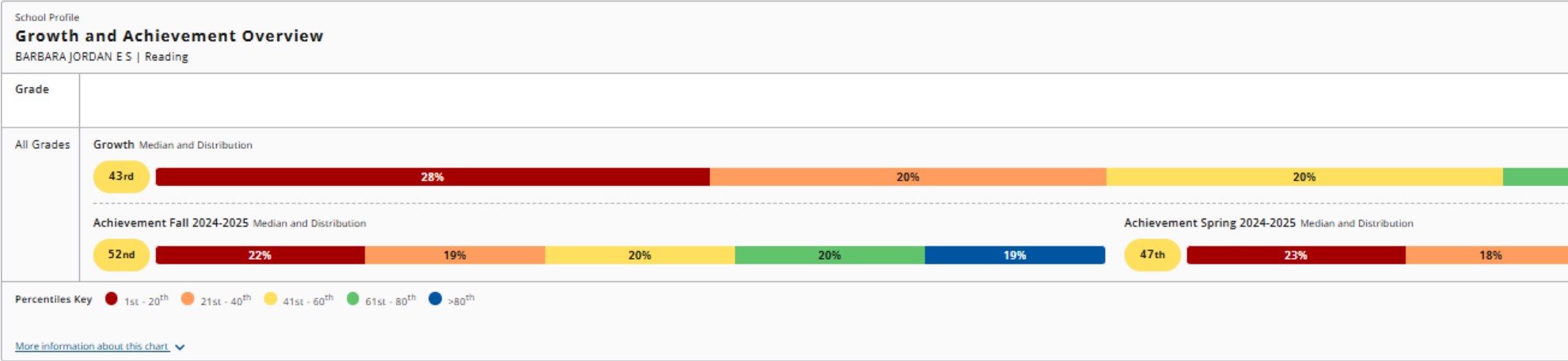
Percentiles Key 1st - 20th 21st - 40th 41st - 60th 61st - 80th >80th

[More information about this chart](#)

The Link below provides an analysis by grade level.

[Math MAP Growth and Achievement Analysis by Grade Level](#)

Reading MAP - Campus Growth and Achievement



Reading Growth (Fall to Spring 2024–2025)

- **Median Growth Percentile: 43rd**
 - This indicates **below-average growth** compared to national norms.
 -
- **Distribution Breakdown:**
 - **28%** of students fell in the **1st–20th percentile** (very low growth).
 - **20%** in the **21st–40th percentile**.
 - **20%** in the **41st–60th percentile** (average growth).
 - **18%** in the **61st–80th percentile**.
 - **14%** in the **>80th percentile** (high growth).
- **Insight:** Nearly **half (48%)** of students showed **low or very low growth**, signaling an urgent need for improved progress monitoring and instructional strategies to accelerate reading development.

Reading Achievement

Reading Achievement – Fall 2024

- **Median Percentile: 52nd**
 - Slightly **above national average** to start the year.
- **Distribution:**
 - **22%** (1st–20th percentile)
 - **19%** (21st–40th)
 - **20%** (41st–60th)
 - **20%** (61st–80th)
 - **19%** (>80th)
- **Insight:** A balanced distribution with nearly 40% of students performing **above average** at the start of the year.

Reading Achievement – Spring 2025

- **Median Percentile: 47th**
 - **Decline** in performance (52nd → 47th percentile).
- **Distribution:**
 - **23%** (1st–20th percentile) – increased from 22%
 - **18%** (21st–40th) – decreased
 - **24%** (41st–60th) – increased
 - **19%** (61st–80th) – slight decrease
 - **16%** (>80th) – slight decrease
- **Insight:** Achievement **declined slightly**, especially with more students in the lowest performance band. The drop in high achievers and increase in low performers suggests that **student needs were not adequately met throughout the year**.

Key Takeaways for Reading MAP Growth and Achievement

- Students **started strong** in reading but showed **limited progress** by spring.
- Growth results reveal that almost **half of students are not growing at expected rates**, with a median growth percentile of **43rd**.
- Spring achievement dropped to below average, which **undermines the initial fall advantage**.

Reading MAP -Growth and Achievement by Grade Level K-5



Click the link below to access more details

[Reading MAP Data by Grade levels](#)

Student Learning Strengths

Reading

- **Consistent Improvement on STAAR:**
 - Masters-level scores increased from 25% (2023) to 29% (2025), showing a positive trend in reading proficiency.
 - 5th grade showed remarkable gains, with Masters rising from 30% (2024) to 47% (2025)—a key strength indicating strong upper-grade reading instruction.
- **Stable Performance in Lower Grades:**
 - 3rd and 4th grade scores in the Approaches and Meets levels remained strong and consistent, reflecting a solid reading foundation and sustained instruction.
- **MAP Achievement Strengths:**
 - Students started strong in Fall 2024 with a median percentile of 52nd, and nearly 40% were above the 60th percentile, reflecting a high baseline of reading proficiency.
 - Balanced achievement distribution in the fall across percentile ranges indicates wide-reaching foundational literacy.

Math

- **4th Grade STAAR Improvement:**
 - Masters increased from **20% (2023) to 31% (2025)** and Meets from **45% to 57%**, indicating that **math instruction in 4th grade is effective and progressing**.
- **Growth in 3rd Grade Math (STAAR):**
 - After a dip, Masters rose from **4% (2024) to 13% (2025)**, showing **resilience and instructional recovery** in early math development.
- **MAP Achievement Strength:**
 - **Fall 2024 Math MAP scores** showed a **median percentile of 56th**, with **42% of students above the 60th percentile**, indicating that **students began the year with solid math skills**.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student growth and achievement trends reveal systemic instructional gaps in planning, delivery, and progress monitoring across subjects and grade levels.

Root Cause: The campus lacks a cohesive instructional framework that ensures aligned planning, effective teaching practices, and responsive use of student data to drive instruction.

Problem Statement 2 (Prioritized): Math achievement and growth are inconsistent across grade levels, with many students not meeting expected progress.

Root Cause: Inconsistent implementation of aligned, rigorous math instruction and insufficient use of formative data to drive interventions and enrichment.

Problem Statement 3 (Prioritized): Science performance in 5th grade is consistently low, indicating that students are not developing the content knowledge and skills needed to meet grade-level expectations.

Root Cause: Science instruction lacks sufficient time, rigor, and vertical alignment in earlier grades, limiting students' readiness for success on the 5th grade STAAR.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary

Barbara Jordan Elementary School
2025–2026 School Year

FBISD Curriculum Implementation

Barbara Jordan Elementary adheres to the FBISD district curriculum, which is fully aligned with Texas state standards. Instructional resources and pacing guides are accessed through the district’s learning management system, Schoology. This platform provides a structured framework for delivering content across all subject areas and supports both in-person and virtual learning environments. Teachers utilize Schoology to develop engaging lessons, share instructional materials, and monitor student progress.

Leadership Team and Committees

The campus leadership team includes administrators, instructional coaches, academic specialists, and counselors. Faculty committees support campus operations and continuous improvement by providing input and leadership in key areas such as:

- Curriculum and instruction
- Student support and intervention
- Academic achievement and growth
- Campus culture and climate

These committees contribute to informed decision-making and program implementation.

Technology Integration

The integration of technology at Barbara Jordan Elementary supports student learning across all grade levels:

- **IXL** was implemented in grades K–5 to reinforce foundational skills in Math, Reading Language Arts, and Science.
- **DreamBox** was utilized to provide rigorous, adaptive math instruction in alignment with district expectations.
- **Achieve 3000** and **ALEKS** were made available to students in grades 3–5 to support reading comprehension and mastery of math and science concepts through adaptive, web-based instruction.
- Smart Boards are integrated into classroom instruction to enhance student engagement and interactivity.

Professional Practices

- Grade-level **Professional Learning Communities (PLCs)** operate on a six-day rotation and are focused on curriculum fidelity, data analysis, and collaborative instructional planning.
- Regular **Student Support Team (SST)** meetings are held to monitor and support students in need of academic or behavioral interventions.
- Frequent classroom **walk-throughs and feedback cycles** ensure alignment with district curriculum standards.
- **Campus-based assessments** are utilized to inform instruction and address learning gaps.

Organizational Support

Effective communication and operational structures support staff and student success:

- Expectations and key updates are shared through multiple platforms, including the Faculty Newsletter, PLCs, Outlook email/calendar, Microsoft Teams, monthly Grade-Level Team Leader Meetings, monthly Faculty Meetings, and weekly Instructional Leadership Team Meetings.
- The master schedule includes dedicated time for both PLCs and student intervention.
- The school counselor delivers programming focused on character education, mental health awareness, and student wellness.
- Staff are celebrated and recognized monthly during faculty meetings, fostering a culture of appreciation and morale.

These processes and initiatives collectively promote academic excellence, staff collaboration, and a strong culture of support at Barbara Jordan Elementary.

School Processes & Programs Strengths

1. Strong Curriculum Alignment and Implementation

- **Use of FBISD Curriculum:** Ensures consistency and alignment with state standards across all grade levels and subjects.
- **Digital Platform (Schoology):** Centralizes instructional materials and supports blended learning for greater accessibility and organization.

2. Collaborative Leadership and Shared Decision-Making

- **Inclusive Leadership Team:** Involving coaches, specialists, and counselors promotes a well-rounded leadership approach.
- **Active Faculty Committees:** Enables staff voice and shared ownership in curriculum, culture, and academic initiatives.

3. Effective Technology Integration

- **Differentiated Learning Tools:** Programs like IXL, DreamBox, Achieve 3000, and ALEKS offer personalized, rigorous learning experiences.
- **Smart Board Use:** Enhances interactive instruction and student engagement across classrooms.

4. Professional Learning Culture

- **Structured PLC Rotation:** Embeds collaboration into the weekly schedule, ensuring consistent planning, data analysis, and instructional improvement.
- **Instructional Walk-throughs:** Promote accountability, growth, and alignment with best practices.
- **Use of Campus-Based Assessments:** Informs instruction and supports responsive teaching.

5. Comprehensive Student Support Systems

- **Wolverine Academy:** Provides targeted Tier 2 and Tier 3 interventions and enrichment, ensuring that all students are supported.
- **SST Meetings:** Ensure ongoing monitoring and data-informed support for students in need.

6. Strong Communication and Operational Systems

- **Multi-Channel Communication:** Consistent use of newsletters, calendars, Teams, and meetings keeps all staff informed and aligned.
- **Embedded Intervention and PLC Time:** Reflects a commitment to both student achievement and teacher development.

7. Positive School Culture and Staff Recognition

- **Monthly Staff Recognition:** Builds morale and fosters a culture of appreciation.
- **Counselor-Led Wellness Activities:** Support social-emotional learning and overall campus wellness.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While grade-level Professional Learning Communities (PLCs) are implemented on a consistent rotation, there is a tendency for meetings to emphasize compliance-related tasks rather than engaging in meaningful instructional planning, data analysis, and collaborative decision-making that drive student achievement.

Root Cause: The six-day PLC rotation provides structure, but without consistent facilitation or protocols, some teams default to surface-level conversations or logistical planning rather than data-driven instruction.

Problem Statement 2 (Prioritized): Teachers need ongoing professional development and structured support throughout the school year to develop a deeper understanding of

FBISD's instructional models in reading and math, enabling them to deliver rigorous, standards-aligned instruction.

Root Cause: Teachers lack ongoing, embedded professional development, targeted instructional coaching, and dedicated collaborative planning time needed to build clarity and confidence in implementing the district's reading and math instructional models with rigor.

Perceptions

Perceptions Summary

Overall Perceptions

Barbara Jordan Elementary (BJE) continues to uphold high expectations for student achievement through curriculum implementation and campus-wide initiatives. Input from administrators, instructional staff, and parents provides a broad understanding of the school's current climate and operational effectiveness.

According to the **Parent Title I Survey**, the majority of families feel **welcomed and respected** at BJE and report **satisfaction with communication, academic expectations, and school safety**. Over **90% of parents** agreed or strongly agreed that the school provides opportunities for them to be involved in their child's education, and many praised the **availability of staff**, especially teachers and counselors. Families indicated that school-home communication was consistent and helpful, particularly through weekly folders, newsletters, and Schoology updates.

Additionally, parents recognized the school's efforts in promoting student achievement and fostering a safe and nurturing environment. The **active Parent-Teacher Organization (PTO)** was also cited as a positive force on campus, contributing to school-wide events, fundraisers, and volunteerism. However, a small number of parents expressed a desire for **more frequent two-way communication** and additional opportunities to support classroom instruction or join decision-making processes.

Perceptions Strengths

- **Parent Engagement & Active PTO:** BJE benefits from a **highly involved and supportive PTO**, and parent survey results show strong appreciation for school-home partnerships. Families feel connected to the school's goals and report satisfaction with outreach efforts.
- **Curriculum Implementation & Instructional Support:** The campus follows FBISD's district-aligned curriculum using platforms like **Schoology**, **Dreambox**, and **Achieve3000**. Teachers and instructional specialists are intentional in small-group intervention, enrichment, and Tier 2/3 supports.
- **Professional Collaboration:** Embedded **Professional Learning Communities (PLCs)** meet regularly for instructional planning, data analysis, and collaboration. Teachers value structured time for professional growth and planning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although Barbara Jordan Elementary has an active PTO and strong parent satisfaction, current family engagement efforts are not consistently aligned with academic goals to effectively support student achievement.

Root Cause: Family engagement activities are not strategically designed to foster academic partnerships, resulting in limited parent understanding of curriculum expectations and inconsistent two-way communication to support learning at home.

Priority Problem Statements

Problem Statement 1: Student growth and achievement trends reveal systemic instructional gaps in planning, delivery, and progress monitoring across subjects and grade levels.

Root Cause 1: The campus lacks a cohesive instructional framework that ensures aligned planning, effective teaching practices, and responsive use of student data to drive instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers need ongoing professional development and structured support throughout the school year to develop a deeper understanding of FBISD's instructional models in reading and math, enabling them to deliver rigorous, standards-aligned instruction.

Root Cause 2: Teachers lack ongoing, embedded professional development, targeted instructional coaching, and dedicated collaborative planning time needed to build clarity and confidence in implementing the district's reading and math instructional models with rigor.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Although Barbara Jordan Elementary has an active PTO and strong parent satisfaction, current family engagement efforts are not consistently aligned with academic goals to effectively support student achievement.

Root Cause 3: Family engagement activities are not strategically designed to foster academic partnerships, resulting in limited parent understanding of curriculum expectations and inconsistent two-way communication to support learning at home.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: While grade-level Professional Learning Communities (PLCs) are implemented on a consistent rotation, there is a tendency for meetings to emphasize compliance-related tasks rather than engaging in meaningful instructional planning, data analysis, and collaborative decision-making that drive student achievement.

Root Cause 4: The six-day PLC rotation provides structure, but without consistent facilitation or protocols, some teams default to surface-level conversations or logistical planning rather than data-driven instruction.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Math achievement and growth are inconsistent across grade levels, with many students not meeting expected progress.

Root Cause 5: Inconsistent implementation of aligned, rigorous math instruction and insufficient use of formative data to drive interventions and enrichment.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Science performance in 5th grade is consistently low, indicating that students are not developing the content knowledge and skills needed to meet grade-level expectations.

Root Cause 6: Science instruction lacks sufficient time, rigor, and vertical alignment in earlier grades, limiting students' readiness for success on the 5th grade STAAR.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Alternative Education Accountability (AEA) 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
- 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
- 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

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

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



- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data







Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, the percentage of 5th grade students achieving Meets Grade Level or higher on the STAAR Science assessment will increase from 22% to at least 40%, through the implementation of vertically aligned, rigorous, and hands-on science instruction in grades K-5.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Vertical Alignment in Science Instruction by conducting quarterly K-5 vertical team planning sessions to review TEKS progression and align pacing. Strategy's Expected Result/Impact: Consistent, coherent science instruction across all grades will build foundational knowledge earlier, increasing readiness for 5th grade STAAR. Staff Responsible for Monitoring: Principal, Grade Level Team Leaders Problem Statements: Student Learning 3	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Increase Rigor and Hands-On Learning Opportunities by scheduling weekly lab investigations for all grades K-5. Strategy's Expected Result/Impact: Students will develop critical thinking, inquiry skills, and deeper conceptual understanding, leading to higher achievement levels. Staff Responsible for Monitoring: Principal and Grade Level Team Leaders Problem Statements: Student Learning 3	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 3 Details		Reviews			
Strategy 3: Enrichment Opportunities: Provide GT students with advanced, inquiry-based projects that extend beyond grade-level TEKS, emphasizing real-world applications of scientific concepts (e.g., environmental studies, engineering challenges, STEM fairs). Strategy's Expected Result/Impact: GT students will demonstrate higher levels of mastery and growth in science through enriched and rigorous opportunities that extend beyond grade-level TEKS. Staff Responsible for Monitoring: GT Teacher, Math Instructional coach, and campus administrator Title I: 2.51, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 4 Details		Reviews			
Strategy 4: Hands-On, Inquiry-Based Learning: Provide EB students with concrete, hands-on lab experiences and visual models to bridge language gaps and deepen conceptual understanding. Strategy's Expected Result/Impact: Improved mastery of science vocabulary will support higher performance on STAAR Science. Staff Responsible for Monitoring: Teachers, Instructional coaches, administration Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Science performance in 5th grade is consistently low, indicating that students are not developing the content knowledge and skills needed to meet grade-level expectations. Root Cause: Science instruction lacks sufficient time, rigor, and vertical alignment in earlier grades, limiting students' readiness for success on the 5th grade STAAR.



Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities



Performance Objective 2: By May 2026, the percentage of students meeting or exceeding growth expectations in Math, as measured by MAP Growth, will increase from 43rd percentile median growth to at least the 55th percentile. the percentage of students meeting Meets Grade Level or higher on the STAAR Math assessment will increase from 46% to at least 55%.


Evaluation Data Sources: MAP Growth Math





Fall, Winter, and Spring reports for median growth percentile and student-level progress

Percent of students meeting or exceeding projected growth targets

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Consistent, Aligned, and Rigorous Math Instruction by using FBISD math framework with fidelity across all grade levels.</p> <p>Strategy's Expected Result/Impact: All students will receive consistent, high-quality math instruction that builds conceptual understanding and problem-solving skills.</p> <p>May 2026, lesson walkthrough data will show at least 90% alignment to district math expectations, and STAAR Meets rates will increase to at least 55%.</p> <p>Staff Responsible for Monitoring: Principal, Math instruction coach</p> <p>Title I: 2.52, 2.53</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Considerable</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a campus-wide Aggressive/Academic Monitoring Framework to check for understanding at multiple points during the lesson--during whole group instruction, guided practice, and independent practice--using a consistent "look-for" system, immediate feedback, and data-driven small-group intervention.</p> <p>Strategy's Expected Result/Impact: Students will receive corrective feedback before errors become ingrained.</p> <p>Instruction will be responsive to student needs in real time, increasing mastery of daily learning objectives.</p> <p>Teachers will use monitoring data to drive both same-day interventions and future lesson planning.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Instructional Coach</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Moderate Progress</p>			

Strategy 3 Details	Reviews			
<p>Strategy 3: Character Education Program: Implement a schoolwide character development program (e.g., monthly character traits, PBIS integration) to teach respect, empathy, and responsibility.</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals related to aggression, fighting, and disrespect.</p> <p>Improved school climate through stronger peer relationships and a culture of respect.</p> <p>Students will develop the skills to resolve conflicts independently and constructively.</p> <p>Families will be more engaged in reinforcing positive behaviors at home.</p> <p>Staff Responsible for Monitoring: Counselor, Classroom Teachers, Campus Administration, PBIS/Discipline Team, Parent Educator</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>Some Progress</p>			
Strategy 4 Details	Reviews			
<p>Strategy 4: Parent Workshops: Offer sessions on topics such as supporting homework, navigating digital platforms, social-emotional development, and understanding STAAR/MAP results.</p> <p>Strategy's Expected Result/Impact: Increased parent participation in school events and workshops.</p> <p>Stronger school-home connection, leading to improved student attendance, behavior, and academic performance.</p> <p>Parents will feel more empowered and better equipped to support their child's academic and social-emotional growth.</p> <p>Staff Responsible for Monitoring: Parent Educator, Campus Administration, Counselor, Teachers, PTO</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
	 <p>No Progress</p>			

Strategy 5 Details	Reviews			
Strategy 5: Promote student, staff, and family wellness through coordinated activities that build healthy habits, increase physical activity, and strengthen social-emotional learning. Strategy's Expected Result/Impact: Students, staff, and families will demonstrate healthier lifestyle choices, improved physical activity levels, and stronger social-emotional skills, contributing to increased student engagement, reduced health-related absences, and a more positive school climate. Staff Responsible for Monitoring: Counselor, Parent Educator, Nurse, Administration - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


Performance Objective 2 Problem Statements:






Student Learning
Problem Statement 2: Math achievement and growth are inconsistent across grade levels, with many students not meeting expected progress. Root Cause: Inconsistent implementation of aligned, rigorous math instruction and insufficient use of formative data to drive interventions and enrichment.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By May 2026, Barbara Jordan Elementary will increase the percentage of students achieving Meets Grade Level on STAAR Reading from 58% (2025) to 65%, and Masters Grade Level from 29% (2025) to 35%.

- High Priority**
- Evaluation Data Sources:** STAAR Reading (Grades 3-5) - summative measure of Meets/Masters performance.
- NWEA MAP Growth Reading (K-5) - fall, winter, spring checkpoints for growth monitoring.
- District Unit Assessments and Benchmarks - interim assessments of reading standards mastery.
- Running Records - fluency and comprehension progress monitoring.
- Teacher Academic Monitoring Logs - evidence of checks for understanding and interventions.
- RTI Progress Data - documentation of student response to interventions.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
<p>Strategy 1: Teachers will implement ongoing formative assessments, including exit tickets and weekly progress checks, to monitor student reading growth and adjust instruction as needed.</p> <p>Strategy's Expected Result/Impact: Student progress will be tracked consistently, allowing timely intervention and ensuring more students reach Meets/Masters.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Literacy Coach, Administration</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	 Considerable			

Strategy 2 Details	Reviews			
<p>Strategy 2: Intentional Checking for Understanding: Train teachers on questioning techniques, small group conferencing, and use of exit tickets to ensure comprehension. Embed these practices into lesson planning and walkthroughs.</p> <p>Strategy's Expected Result/Impact: Instruction will be more responsive and adaptive, reducing learning gaps and increasing student mastery of reading TEKS.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administration</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: 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
	 <p>Moderate Progress</p>			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 4: By May 2026, Barbara Jordan Elementary will increase the percentage of students achieving Meets Grade Level or higher on the STAAR Math assessment from 46% (2025) to at least 55% (2026).



High Priority

Evaluation Data Sources: STAAR Math

Campus-level performance by grade

Approaches, Meets, and Masters level percentages

Student growth measures from TEA Accountability reports

Strategy 1 Details	Reviews			
Strategy 1: Implement Consistent, Aligned, and Rigorous Math Instruction by using FBISD math framework with fidelity across all grade levels. Strategy's Expected Result/Impact: All students will receive consistent, high-quality math instruction that builds conceptual understanding and problem-solving skills. May 2026, lesson walkthrough data will show at least 90% alignment to district math expectations, and STAAR Meets rates will increase to at least 55%. Staff Responsible for Monitoring: Principal, Math instruction coach Title I: 2.52, 2.53 Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Implement a campus-wide Aggressive/Academic Monitoring Framework to check for understanding at multiple points during the lesson--during whole group instruction, guided practice, and independent practice--using a consistent "look-for" system, immediate feedback, and data-driven small-group intervention. Strategy's Expected Result/Impact: Students will receive corrective feedback before errors become ingrained. Instruction will be responsive to student needs in real time, increasing mastery of daily learning objectives. Teachers will use monitoring data to drive both same-day interventions and future lesson planning. Staff Responsible for Monitoring: Principal, Assistant Principal, Math Instructional Coach Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 2: Math achievement and growth are inconsistent across grade levels, with many students not meeting expected progress. **Root Cause:** Inconsistent implementation of aligned, rigorous math instruction and insufficient use of formative data to drive interventions and enrichment.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By May 2026, the percentage of students, parents, and staff reporting satisfaction with campus communication, professionalism, and engagement on the FBISD Climate Survey will increase from 78% in 2025 to 85% or higher.

High Priority
Evaluation Data Sources: FBISD Climate Survey results, parent engagement logs, communication records

Strategy 1 Details	Reviews			
Strategy 1: Strengthen Two-Way Communication using parent newsletters, social media, Dojo, and translations in call outs for accessibility. Strategy's Expected Result/Impact: Parents and staff will receive timely, clear, and relevant information, increasing trust and engagement. Climate survey "communication effectiveness" score will improve by at least 7 percentage points. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Executive Assistant, Parent Educator Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Foster Professional and Collaborative Staff Culture by establishing professional norms, provide recognition and collaboration time. Strategy's Expected Result/Impact: Staff will feel valued and supported, contributing to improved morale and retention. Staff survey "I feel valued at work" will improve by at least 8 percentage points. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Executive Assistant Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Although Barbara Jordan Elementary has an active PTO and strong parent satisfaction, current family engagement efforts are not consistently aligned with academic goals to effectively support student achievement. **Root Cause:** Family engagement activities are not strategically designed to foster academic partnerships, resulting in limited parent understanding of curriculum expectations and inconsistent two-way communication to support learning at home.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By May 2026, 100% of PLCs will use a campus PLC protocol with facilitator support to ensure data-driven planning and collaborative decision-making, resulting in 90% of PLC agendas documenting instructional adjustments based on student performance data.

High Priority

Evaluation Data Sources: PLC agendas and minutes, facilitator logs, student performance data, walk-through feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> <div>Some Progress</div>			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: While grade-level Professional Learning Communities (PLCs) are implemented on a consistent rotation, there is a tendency for meetings to emphasize compliance-related tasks rather than engaging in meaningful instructional planning, data analysis, and collaborative decision-making that drive student achievement. Root Cause: The six-day PLC rotation provides structure, but without consistent facilitation or protocols, some teams default to surface-level conversations or logistical planning rather than data-driven instruction.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 3: By May 2026, Barbara Jordan Elementary will increase student engagement by raising attendance from 95.6% to 96.5%, reducing discipline referrals by 15%, and improving student survey responses on belonging by 10%.

- Evaluation Data Sources:** Attendance Data (daily, six-weeks, and semester averages)
- Discipline Data (frequency, type, disproportionality)
- Student Surveys (climate, safety, and voice)
- Classroom Participation Data (exit tickets, formative checks, engagement rubrics)
- Extracurricular/Enrichment Participation (clubs, sports, leadership roles)

Strategy 1 Details	Reviews			
Strategy 1: Monitor student engagement data regularly and respond with targeted interventions, student voice opportunities, recognition systems, and family partnerships to strengthen attendance, reduce discipline, and build a positive school culture aligned to PAC values. Strategy's Expected Result/Impact: Increased student attendance to meet/exceed the district's 95% goal. Reduction in discipline referrals, especially disproportionality trends. Higher percentages of students reporting positive engagement and belonging on surveys. More students actively participating in enrichment and leadership opportunities. Stronger alignment of student, parent, and staff perceptions of campus climate with PAC values. Staff Responsible for Monitoring: Counselor, Parent Educator, Administration, Teachers - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> Moderate Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May 2026, 80% of family engagement funds will be spent on events and resources that directly support academic goals, with documented parent feedback showing increased understanding of curriculum expectations.

Evaluation Data Sources: Event sign-in sheets, parent surveys, budget reports

Strategy 1 Details	Reviews			
Strategy 1: Design all family engagement events with clear academic connections and collect post-event feedback. Strategy's Expected Result/Impact: Strengthens parent capacity to support learning at home. Parent survey data shows 80%+ understand how to support academic learning. Staff Responsible for Monitoring: Parent Educator, Counselor	Formative			Summative
	Oct	Dec	Feb	June
	<div><div></div></div> Considerable			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 2: By May 2026, Barbara Jordan Elementary will ensure that 100% of campus expenditures are aligned with the district's strategic plan and campus priorities.

High Priority


Evaluation Data Sources: Budget Reports & Expenditure Ledgers - monthly and quarterly campus budget documents.







Meeting Agendas & Sign-In Sheets - evidence of collaborative budget discussions with leadership teams.

Title I Documentation & Compliance Reports - verification that expenditures meet district/state/federal requirements.

Campus Needs Assessment (CNA) - alignment of expenditures to identified student needs.

End-of-Year Financial Report - confirmation of alignment between actual spending and strategic/campus priorities.

Strategy 1 Details	Reviews			
Strategy 1: Monthly Budget Reviews: Conduct scheduled reviews of budget allocations and expenditures with leadership and department heads. Strategy's Expected Result/Impact: Ensures expenditures remain aligned to campus priorities, prevents overspending, and allows timely reallocation of funds. Staff Responsible for Monitoring: Principal, Campus Executive Assistant Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details		Reviews			
Strategy 2: Transparent Financial Reporting: Share budget updates with staff and stakeholders through campus meetings and reports. Strategy's Expected Result/Impact: Builds staff trust, increases awareness of fiscal priorities, and fosters shared accountability. Staff Responsible for Monitoring: Principal Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
Strategy 3 Details		Reviews			
Strategy 3: Collaborative Planning: Engage campus leadership teams (grade-level chairs, interventionists, specialists) in budget planning discussions. Strategy's Expected Result/Impact: Strengthens alignment of spending with instructional needs and promotes shared decision-making. Staff Responsible for Monitoring: Principal, Campus Leadership Team Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

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:

-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.

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 JOI141 BARBARA JORDA		00018618	PARENT EDUCATOR T1 (FT)	1	0	PADRON	LEIDA	0011FT	1	211.61.1000.PC.999.2023.24	24	A	187SEP
BARBARA JOI141 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 JOI141 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 JOI141 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 JOI141 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	####
P7	####
P7	####
P7	####

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

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">• Teachers intentionally planning opportunities for peer feedback and discussions.• Teachers providing sentence stems to guide peer interactions and discussions.• Model proper protocol for peer interactions.	ILT Administration By May 2024	<ul style="list-style-type: none">• Sentence Stems• Checklist• Peer to Peer Feedback Protocols• Accountable Talks PD	N/A	Teachers intentionally including and planning opportunities for student interactions during the lessons. Walkthrough and observation feedback 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. Professional Development/PLC opportunities focusing on accountable talk and co-constructing the success criteria.	ILT Administration By May 2024	<ul style="list-style-type: none">• Accountable Talks PD• Observation schedule for peer observations	N/A	Administration communicating a specific walkthrough focus (5x5's) and providing feedback.

	Campus walkthroughs look for - accountable talks, peer to peer 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](#)

+ Goal 1

[Edit](#)[Remove](#)[New Performance Objective](#)

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

+ Goal 2

[Edit](#)[Remove](#)[New Performance Objective](#)

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

+ Goal 3

[Edit](#)[Remove](#)[New Performance Objective](#)

FBISD will recruit, develop, and retain high quality teachers and staff

+ Goal 4

[Edit](#)[Remove](#)[New Performance Objective](#)

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

+ Goal 5

[Edit](#)[Remove](#)[New Performance Objective](#)

FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement





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>K 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 Blasdel	Other	<i>Michael Blasdel</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	
Kaycee Mae	Kinder Teacher	<i>Kaycee Mae</i>
Carmen Hernandez	KRR Director	<i>Carmen Hernandez</i>
Suzy Rogers	Kinder Teacher	<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

Parent & Family Engagement (PFE) Program	
What is it?	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.
Funding	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.
Review	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.
Parent & Family Engagement Classes	<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"> ➤ Basic ESL Class- Monday, Tuesday, and Thursday 9am-10am ➤ Technology Class- Thursday and Friday 10:30am-11:30am ➤ Parenting Class- Tuesdays 10:30am ➤ Health & Wellness Class- Friday 9am ➤ Craft & Conversation Class- once a month, third Wednesday of the month at 10:30am <p>(Dates and times are subject to change)</p>
How to be involved	<ul style="list-style-type: none"> ➤ Become a member of the following committees: <ul style="list-style-type: none"> ○ TPAC (Title 1 Parent Advisory Committee) ○ CPAC (Campus Parent Advisory Committee) ○ LPAC (Language Parent Advisory Committee) ○ SEPAC (Special Education Parent Advisory Committee) ○ PTO (Parent & Teacher Organization) ○ 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. ➤ Attend Parent/Family Resource Classes. ➤ Attend Campus Events & Activities. ➤ Talk to your child's teacher about how to help/volunteer. ➤ If you do not know your child's teacher's contact information, please contact your BJE Parent/Family Educator, Leida Padron, 281-327-7757.

<p>Family Events/Activities</p>	<p>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.</p> <ul style="list-style-type: none"> ➤ New Student Orientation/ Popsicle with the Principal <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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) <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Date & Time: Thursday, October 26, 2023 ○ Location: Back School parking lot & School Cafeteria
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- 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
- 80th 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 15th & 16th
- 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 4th-March 8th
 - 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"> ○ Location: School (students are encouraged to wear their garment that represents their culture) ➤ PTO School Dance (to be announced). <p>*All dates and times are subject to change.</p>		
Curriculum	Barbara Jordan Elementary utilizes high-quality curriculum that supports student success.		
Forms of Academic Assessments	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.		
Expected Achievement levels on academic assessments	<p>The State's Performance Standards can be found on this website: https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards</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>		
Ways to Request regular meetings	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.		
	➤	➤	➤
<p>For any questions, assistance or concerns on the CIP, Parent/Family & 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

Parent & Family Engagement (PFE) Program	
¿Qué es?	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.
Financiación	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.
Revisión	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.
Clases de participación de padres y familias	<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>Clase básica de ESL: lunes, martes y jueves de 9 a.m. a 10 a.m. Clase de Tecnología - Jueves y Viernes 10:30am-11:30am Clase para padres- Martes 10:30am Clase de Salud y Bienestar - Viernes 9am Clase de manualidades y conversación: una vez al mes, tercer miércoles del mes a las 10:30 a.m.</p> <p>(Las fechas y fechas están sujetas a cambios)</p>
Cómo participar	<p>Conviértase en miembro de los siguientes comités:</p> <ol style="list-style-type: none"> 1. TPAC (Comité Asesor de Padres del Título 1) 2. CPAC (Comité Asesor de Padres del Campus) 3. LPAC (Comité Asesor de Padres de Idiomas) 4. SEPAC (Comité Asesor de Padres de Educación Especial) 5. PTO (Organización de Padres y Maestros) 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. <p>Asista a clases de recursos para padres/familias. Asistir a eventos y actividades del campus. Hable con el maestro de su hijo sobre cómo ayudar/ser voluntario.</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.
Eventos/Actividades Familiares	<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"> 1. Fecha y hora: jueves 3 de agosto de 2023, 5:00 p.m. 2. Ubicación: Escuela Primaria Barbara Jordan, Cafetería 3. Otra información: Bienvenida a Meet & Greet, el director proporcionará paletas heladas a todos los nuevos inscritos en BJE y compartirá información sobre el nuevo año escolar. <p>Conoce al profesor</p> <ol style="list-style-type: none"> 1. Fecha y hora: lunes 7 de agosto de 2023, 5:00 p.m. 2. Ubicación: Barbara Jordan Elementary Teacher Classes 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. <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"> 1. Fecha y hora: jueves 8 de septiembre de 2023, 7:30am-8:10am. 2. Lugar: Cafetería de la Escuela BJE 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. <p>Casa Abierta de Otoño y Noche de Padres de Título 1</p> <ol style="list-style-type: none"> 1. Fecha y horario: jueves 7 de septiembre de 2023 2. Lugar: Cafetería de la Escuela BJE 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. <p>Evento del Mes de la Herencia Hispana</p> <ol style="list-style-type: none"> 1. Fechas y hora: jueves 28 de septiembre de 2023 2. Lugar: Cafetería de la Escuela BJE 3. Otra información: Los estudiantes representarán su prenda y país. <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"> 1. Fechas y horarios: Se inscribirá con el maestro de su hijo en algún momento entre septiembre y octubre 2. Ubicación: Aulas escolares (Ingresa por la puerta principal, habrá una hoja de registro, por favor registre. 3. Otra información: Los compactos de nivel de grado se compartirán con los padres. <p>Feria del Libro de Otoño</p> <ol style="list-style-type: none"> 1. Fecha y hora: jueves, 23 de octubre de 2023-27 de octubre de 2023, 9am-2:30pm 2. Lugar: Biblioteca de la Escuela

	<ul style="list-style-type: none"> ○ Otra información: Se enviará información adicional para agregar fondos en la cuenta de su estudiante. <p>Noche de alfabetización y tronco o golosina</p> <ol style="list-style-type: none"> 1. Fecha y hora: jueves 26 de octubre de 2023 2. Ubicación: estacionamiento de Back School y cafetería escolar <p>Desfile del Día del Personaje del Libro de Cuentos</p> <ol style="list-style-type: none"> 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. <p>Programa del Día de los Veteranos</p> <ol style="list-style-type: none"> 1. Fechas y horario: jueves 9 de noviembre de 2023 2. Lugar: Cafetería de la Escuela BJE <p>Noche de Salud y Bienestar / Trote de pavo</p> <ol style="list-style-type: none"> 1. Fecha y hora: jueves 16 de noviembre de 2023 2. Lugar: Cafetería de la Escuela BJE <p>Programas de vacaciones/invierno</p> <ol style="list-style-type: none"> 1. Fecha: 7 de diciembre del 2023 2. Lugar: Cafetería BJE <p>^{80º} Día de Clases</p> <p>Ortografía</p> <p>Desfile escolar de 100 días</p> <p>Conferencias de padres y maestros de primavera (todos los niveles de grado; estarán disponibles en persona o virtuales)</p> <ol style="list-style-type: none"> 1. Fechas y horarios: Se inscribirá con el maestro de su hijo en algún momento entre el 15 y el 16^{de febrero}. Ubicación: Aulas escolares (Ingresa por la puerta principal, habrá una hoja de registro, por favor registre). <p>Día de la Carrera</p> <ol style="list-style-type: none"> 4. Fecha: 23 de febrero del 2024 5. Ubicación: Aulas de profesores <p>Programa de Historia Negra</p> <ol style="list-style-type: none"> 7. febrero 29, 2024 8. Lugar: Cafetería de la Escuela BJE <p>Feria del Libro de Primavera</p> <ol style="list-style-type: none"> 1. Fecha y hora: 4 de marzo al 8 de marzo 2. Biblioteca Escolar BJE <p>Casa Abierta de Primavera / Título 1 Noche</p> <ol style="list-style-type: none"> 4. Fecha y hora: 7 de marzo de 2024, 5:00 pm 5. Ubicación: BJE School Cafeteria & Classrooms <p>Día de campo</p> <ol style="list-style-type: none"> 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 <p>Ceremonia de entrega de premios</p> <ul style="list-style-type: none"> ○ Date: May 2024 (last week of school) 8:30am
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	1. Lugar: Ceremonia de entrega de premios de la cafetería de la escuela BJE Día Mundial de la Diversidad Cultural 2. Fecha: 21 de mayo del 2023 3. Ubicación: Escuela (se anima a los estudiantes a usar su prenda que represente su cultura) 4. PTO School Dance (por anunciar). *Todas las fechas y horas están sujetas a cambios.			
Currículo	Barbara Jordan Elementary utiliza un plan de estudios de alta calidad que apoya el éxito de los estudiantes.			
Formas de evaluación académica	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.			
Niveles de rendimiento esperados en las evaluaciones académicas	Las Normas de Desempeño del Estado se pueden encontrar en este sitio web: https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards 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.			
Formas de solicitar reuniones periódicas	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.			
	➤	➤	➤	
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				

Fort Bend Independent School District
Jordan Elementary
2024-2025 Comprehensive Needs Assessment



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	8
School Processes & Programs	12
Perceptions	14

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Planning Advisory Committee met on May 16, 2024 at 4:00 p.m. and again on June 6, 2024 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 24, 2024. We plan to meet with the campus leadership team members again on July 25, 2024. CPAC meetings are scheduled for October 24, 2025, February 6, 2025 and May 15, 2025, to review and revise the CNA as needed. Parents can access the CNA on our campus website as well as in our campus newsletter.

At the first meeting on May 16, 2024 CPAC reviewed the purpose of a CNA and agreed upon the data to review. At the second meeting on June 6, 2024 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, nestled between two neighborhoods in Richmond, Texas within the Fort Bend Independent School District, truly embodies the spirit of a neighborhood school. Established in 2002, Barbara Jordan became a Title 1 campus in 2022, dedicated to better serving the students and families of the community. The current enrollment stands at 472 students.

Barbara Jordan Elementary reflects the rich diversity of its community. The campus fosters a climate and culture that celebrates this diversity, emphasizing how it enriches the lives of all stakeholders. Through collaborative processes and partnerships with students, parents, and other stakeholders, Barbara Jordan provides a well-rounded learning experience.

Our student population comprises various backgrounds: 32% Hispanic, 36% African American, 19% Asian, 8% White, 1% Native American, and 4% two or more races. We cater to a diverse group of learners, including General Education Students, Special Education Students, Emergent Bilingual Students, and Gifted and Talented students. Our commitment to excellence extends to monitoring and addressing the needs of our At-Risk population.

Despite our relatively low mobility rate, we've observed a concerning trend in discipline referrals. Referrals increased from 68 in the 22-23 school year to 119 in the 23-24 school year. Discipline disproportionately continue to affect African American students. Examining the referral process and promoting positive behavior interventions can help narrow this gap.

[illegible]

Significant Disproportionality (RDA Method)								
Calculates for data visible on Discipline Report Details tab								
Ent: 141								
	Black or African American	American Indian or Alaskan Native	Asian	Hispanic	2 or More Races	Native Hawaiian or Other Pacific Islander	White	Total
Student Count	182	1	92	160	26	1	32	494
Filter Count	78	0	8	25	6	0	5	122
Disproportionality Rate	3.0	NA	0.3	0.5	0.9	NA	0.6	
		Legend						
			0.0-1.9					
			2.0-2.4					
			2.5+					
Disproportionality Rate calculated using the RDA method (Ethnic Group Rate/Other Students Rate)								

The attendance rate for the 23-24 school year is above the 22-23 rate, but falling short of the district's goal is still a concern. Improving attendance involves a multifaceted approach, including addressing underlying reasons for absenteeism. Strategies may include continuing to foster a positive school climate, engaging families, and providing support for at risk

Barbara Jordan Elementary Attendance Data		
2022-2023 Attendance	FBISD Attendance Goal	2023-2024 Attendance
94.49	95.30	95.01

Demographics Strengths

Barbara Jordan Elementary embraces diversity, enhancing the educational experience and nurturing empathy among our students. Celebrating our campus's diversity is crucial for creating an inclusive and enriching learning environment.

Our campus events consistently draw strong attendance from parents and the community. The dedicated teachers and staff at BJE work diligently to build relationships, ensuring that students feel safe and parents feel welcome. In the 2022-2023 school year, the Parent-Teacher Organization (PTO) was reestablished.

Extracurricular activities play a vital role in students' overall development, providing opportunities for social interaction, skill-building, and personal growth. At Barbara Jordan Elementary, students can participate in a range of on-campus activities, including Art Club, Choir, Robotics, UIL Participation, Pep Squad, Cheer, Student Council, and National Honor Society.

Throughout the year, our school hosts various events such as Meet the Teacher, Parent Information Night, Awards Ceremonies, Hispanic Heritage Month Celebration, Black History Program, Turkey Trot, Trunk or Treat, and Literacy and Math Night. Additionally, our Parent Educator offers weekly classes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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 23-24 attendance rates grew at BJE but did not meet the district's goal of 95.30%. **Root Cause:** Students are absent from school due to health issues, family circumstances and transportation challenges. The 2 Pre-K classes' attendance rates are decreasing the campus average due to illness and parents keeping students at home knowing that Pre-K is not mandatory. BJE's 4 specialized SPED units. Students with disabilities are more likely to experience chronic absenteeism.

Student Learning

Student Learning Summary

Barbara Jordan Elementary Students have demonstrated growth on state assessments including STAAR, Renaissance assessments, and the Benchmark Assessment System. This progress reflects the dedication of both students and educators in fostering academic achievement and supporting individual learning needs.

BAS DATA K-2

The percentage of students scoring below grade level in grades kinder to 2nd on BAS decreased by an average of 6% from BOY to EOY.

BAS DATA K-2

BAS LEVELS			
GRADE LEVEL	Above Grade Level	At Grade Level	Below Grade Level
Kinder			
MOY	29%	44%	27%
EOY	62%	15%	23%
First			
BOY	43%	28%	29%
MOY	50%	17%	33%
EOY	63%	10%	27%
Second			
BOY	15%	46%	39%
MOY	38%	19%	43%
EOY	51%	21%	28%

STAAR DATA

The percentage of 4th grade students scoring Masters on the Math section of the STAAR Assessment increased by 17% as compared to the previous year. The percentage of 4th grade students scoring Masters on the Math section of the STAAR Assessment increased by 17% as compared to the previous year. The percentage of 5th grade students scoring Masters on the Reading section of the STAAR Assessment increased by 8% as compared to the previous year.

STAAR DATA

	Math		READING				
5th Grade	STAAR 23	STAAR 24	STAAR 23	STAAR 24			
Masters	15%	16%	39%	30%	READING ALL STUDENTS	2023	2024
At or Above Meets	39%	47%	60%	61%	Masters	25%	22%
At or Above Approaches	73%	74%	79%	83%	At or Above Meets	49%	51%
					At or Above Approaches	75%	79%
4th Grade	STAAR 23	STAAR 24	STAAR 23	STAAR 24			
Masters	20%	28%	22%	27%			
At or Above Meets	45%	48%	43%	53%			
At or Above Approaches	63%	73%	73%	84%	MATH ALL STUDENTS	2023	2024
					Masters	15%	16%
					At or Above Meets	40%	39%
3rd Grade	STAAR 23	STAAR 24	STAAR 23	STAAR 24	At or Above Approaches	68%	67%
Masters	11%	4%	14%	9%			
At or Above Meets	36%	21%	45%	38%			
At or Above Approaches	69%	55%	75%	70%			
5th Grade Science	STAAR 23	STAAR 24					
Masters	7%	2%					
At or Above Meets	22%	13%					
At or Above Approaches	58%	52%					

REN AND TxKEA

Math REN 360

- The percentage of students scoring at or above grade level increased from 56% at the BOY to 63% at EOY.

Reading REN 360

- The percentage of students at or above grade level increased significantly. It rose from 48% to 63%.

TxKea

BOY (Beginning of the Year):

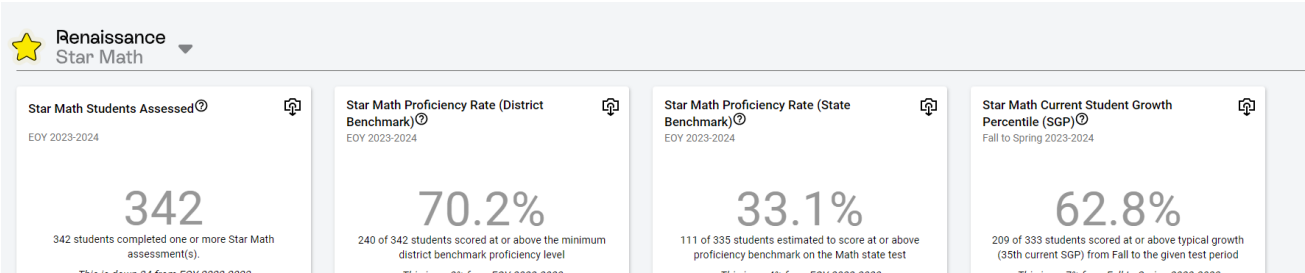
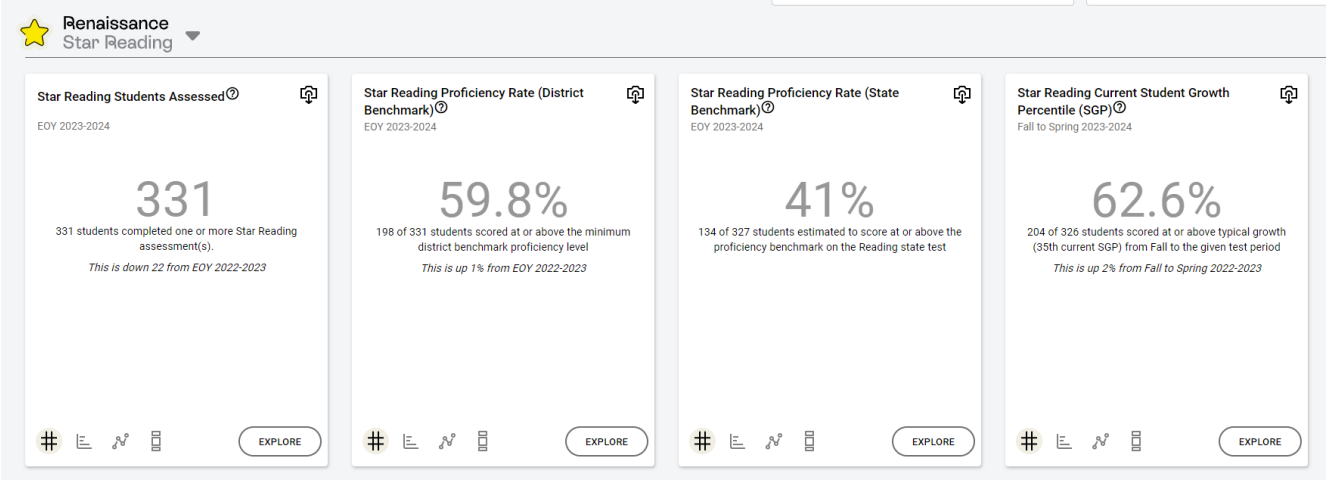
- Initially, 78% of students were on track.

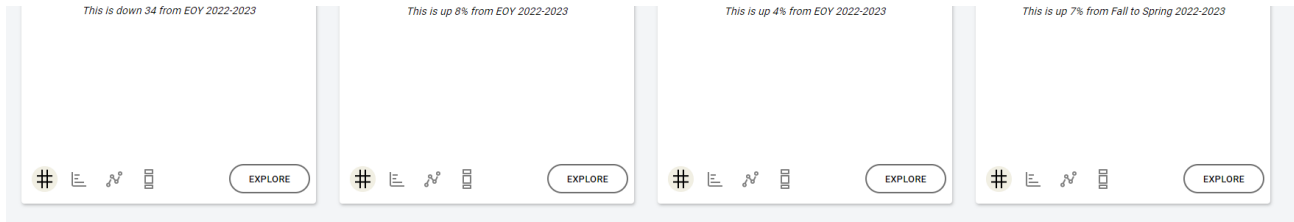
EOY (End of Year):

- By the end of the year, this percentage decreased to 68%.

The 15% decrease indicates a shift in student progress. It's essential to continue monitoring and supporting students to ensure their growth.

REN DATA	BOY		EOY
MATH	56% At or Above- 76% Met Growth		63% At of Above- 63% Met Growth
READING	48% At or Above- 73% Met Growth		63% At or Above- 63% Met Growth
TX KEA DATA	BOY	MOY	EOY
MATH	78% On Track	63% On Track	63% On Track





Student Learning Strengths

Student Learning Strategies

- **Reading Performance and Growth:**
 - Students in grades 2nd to 5th performed better than the district on the Reading Ren360 assessment and demonstrated more growth compared to the district.
 - Jordan Elementary STAAR Reading Proficiency Rate is 60%, slightly higher than the district's 58%.
 - The Student Growth Percentile for Reading at Jordan Elementary is 63%.
- **Math Improvement:**
 - In 4th and 5th grade math, there has been growth in the number of students achieving mastery and meets and above from STAAR 2023 to the current STAAR data.
- **ELA Achievement:**
 - Jordan Elementary exceeds the state average in 4th grade English Language Arts (ELA) for students meets and above (STAAR Meets and Above).
 - Specifically, 53% of 4th graders meet and above and 27% achieve mastery.
 - In 5th grade ELA, the STAAR Masters rate is higher than the state average, with 30% of students achieving mastery.
- **Kindergarten Reading Proficiency:**
 - End-of-year (EOY) Reading BAS scores indicate that 63% of Kindergarten students mastered their reading levels.

These strengths highlight the positive educational outcomes at Barbara Jordan Elementary.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Limited growth demonstrated on STAAR Math, Science and Reading when compared to 2022-2023 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: All staff do not have adequate training to effectively deliver interventions for Tier 3 students. New teachers do not fully understand or always implement the instructional models with fidelity. **Root Cause:** We are missing additional instructional opportunities aside from the designated PD days to provide ongoing structured professional development for all instructional staff.

Problem Statement 3: Intervention blocks were not consistent throughout the school year. **Root Cause:** The campus does not have a systematic approach to implementing intervention models for all students during the intervention blocks.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary

FBISD Curriculum Implementation:

- Barbara Jordan Elementary follows the curriculum located in Schoology. This platform provides a structured framework for delivering instructional content across subjects.
- Teachers utilize Schoology to create engaging lessons, share resources, and track student progress.
- The platform supports both in-person and virtual learning experiences.

Leadership Team and Committees:

- The leadership team at Barbara Jordan Elementary includes coaches, specialists, counselors, and administrators.
- Faculty committees play a crucial role in decision-making and program development.
- These committees address various aspects of school life, such as curriculum development, student support, and campus improvement.

Staff Retention and Recruitment:

- The campus retains highly qualified staff, including certified teachers.
- Staff turnover typically occurs due to promotions, retirement, or personal reasons.
- To recruit new teachers, Barbara Jordan Elementary participates in FBISD Job Fairs, utilizes TALEO (an online recruitment system), and relies on professional recommendations.
- New teachers receive support through structured mentoring programs.

Professional Practices:

- Grade-level Professional Learning Communities (PLCs) and Student Support Team (SST) meetings are regular occurrences.
- PLCs focus on curriculum fidelity, data analysis, and instructional decision-making.
- Walk-throughs and feedback ensure alignment with curriculum standards.
- Campus-based assessments inform instructional planning.

Organizational Support:

- Administrators communicate expectations and pertinent information through various channels (PLC meetings, email, etc.).
- The master schedule includes embedded PLC and intervention time.
- The counselor engages in character education, mental health training, and wellness activities.

These initiatives collectively contribute to the educational excellence at Barbara Jordan Elementary.

School Processes & Programs Strengths

Barbara Jordan Elementary implements intervention/enrichment daily during Wolverine Academy- a scheduled 45-minute block to provide students with targeted support. These intervention programs address academic, behavioral, or social-emotional needs, ensuring that every student has the opportunity to succeed. Students are pulled in small groups from their grade level to give additional intervention/enrichment opportunities. Students are pulled to target specific skills needed in reading and math, tutorials to close learning gaps based on STAAR data, project-based learning, and science instruction.

Barbara Jordan's Pre-kindergarten program has been successful. The Pre-K program lays a strong foundation for our young learners. It focuses on early literacy, numeracy, social skills and a love for learning. Pre-K experiences significantly impact future academic success. Circle data indicates students are making year's progress and showing continued growth throughout the school year. Students that have attended Pre-K are showing greater success than their peers who did not attend Pre-K.

The commitment to ongoing professional development for our staff is essential to meeting the needs of our students and staff. Regular trainings and workshops enhance teaching practices, keep educators informed about best practices and ultimately benefit our students.

The active involvement of parents through PTO and volunteers strengthen the school community. Collaborative efforts between parents, teachers and administrators contribute to a positive school environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff will need to faithfully implement the instructional strategies and models provided in the curriculum. **Root Cause:** Teachers lack a clear understanding of the instructional model and demonstrate a lack of commitment to implementing it with fidelity, partly due to a need for ongoing support.

Problem Statement 2: Higher-performing students need additional opportunities, including enrichment activities, to further enhance their learning **Root Cause:** The current instructional strategies do not sufficiently challenge higher-performing students, leading to a need for additional opportunities, including enrichment activities, to further enhance their learning.

Perceptions

Perceptions Summary

Barbara Jordan Elementary is a neighborhood school that was opened in 2002 and serves 472 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 95.3%. 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

Barbara Jordan Elementary boasts several strengths:

- The campus warmly welcomes parents, fostering a sense of community.
- Parents actively engage in campus and Parent Center events, demonstrating their eagerness to participate.
- School leaders attentively listen and promptly address concerns raised by stakeholders.
- Families receive consistent communication from the school, ensuring they stay informed.
- Teachers demonstrate honesty and genuine care for students as individuals, not just learners.
- Students experience fair treatment, and their schoolwork is both meaningful and relevant.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents feels uninformed about their children's progress. **Root Cause:** The mode of communication regarding student progress has change (hard copies to digital).

CPAC Meeting November 4, 2024, 4PM-5PM

[illegible]

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
141 BARBARA JORDAN	BARBARA JO	BARBARA JO	TEACHER LIT INTRVN	1	PROCTOR	CYNTHIA	1	24	141	A	PRINCIPAL ELEM
141 BARBARA JORDAN	BARBARA JO	BARBARA JO	TEACHER GRADE PK	0.5	EASTERBY	WILMA	1	24	141	A	PRINCIPAL ELEM
141 BARBARA JORDAN	BARBARA JO	BARBARA JO	AIDE PRE-KINDERGARTEN	0.5	SALAMANCA	DULCE	1	24	141	A	PRINCIPAL ELEM
141 BARBARA JORDAN	BARBARA JO	BARBARA JO	TEACHER GRADE PK	0.5	STANLEY	CHRISTINE	1	24	141	A	PRINCIPAL ELEM
141 BARBARA JORDAN	BARBARA JO	BARBARA JO	AIDE PRE-KINDERGARTEN	0.5	SERNA	KASSANDRA	1	24	141	A	PRINCIPAL ELEM
141 BARBARA JORDAN	BARBARA JO	BARBARA JO	TEACHER MATH INTRVN ELEM T1	0.5	YAMDAGNI	JHILMIL	1	30	141	A	PRINCIPAL ELEM