



Joslin Elementary
Campus Advisory Council (CAC) Agenda
Wednesday, April 12, 2017

Call to order
Citizen's Comments (This segment is limited to 10 minutes divided among speakers to establish time limits.)
Open forum for CAC member comments
Approval of previous meeting minutes
Response to requests for information
Monthly Featured Topic <ul style="list-style-type: none">● Redd Street improvements for bicycles and pedestrians & Safe Routes to School parent survey feedback● Budget & Staffing
District information <ul style="list-style-type: none">● Targeted Utilization Plan
Campus Improvement Planning <ul style="list-style-type: none">● Progress on CIP goals
Adjourn

Estimated time of meeting is 1 hour 15 minutes. Meeting must adjourn before 5:00 pm.

2016-2017 CAC Meeting Dates:

- August 10th
- September 14th
- October 12th
- November 9th
- January 11th
- February 8th
- March 8th
- April 12th
- May 17th

Meetings will take place in the library unless otherwise noted above.

Call to order

Citizen's Comments

Open forum for CAC member comments

Approval of previous meeting minutes

Joslin Elementary CAC
Wednesday, March 8, 2017

In Attendance: Lindsey Taucher, Phoebe Hale, Michelle Degon, Dawne Young, Lourdes Flores, Christina Erickson, Chris Farley, Mary Lynn Smith, Summer McKinnon, Jennifer Pace

Call to order: Jennifer Pace called the meeting to order at 3:17 pm.

Citizen's Comments: There were no comments from citizens.

Open forum for CAC member comments:

- Christina Erickson shared that 6,200 boxtops had been collected so far this year and that they will continue to be collected to reach the goal for a pajama day.
- Jennifer Pace shared updates on the work of the FABPAC, including the consideration of a targeted utilization plan for under enrolled campuses and board member discussion of the facility master plan at the public hearing on March 20, 2017.
- Jennifer Pace shared information about Dr. Cruz's recent meeting with Joslin parents. Dr. Cruz agreed that future plans to consolidate schools could result in the scarlet C effect, and that the FABPAC was working on revised options for under enrolled campuses. Parents shared programming ideas and reasons Joslin should continue to remain open, including the recent upgrades to the Joslin Park, and ideas for partnering as an opt-out campus for Sunset Valley, becoming a Pre-K through 8th grade campus, becoming a community school, etc. Dr. Cruz seemed receptive to the ideas.
- Lindsey Taucher shared that she would be meeting with Representative Gina Hinojosa and the Western Trails Neighborhood Association. She would also attend the upcoming SUAS meeting and the BAC meeting.

Approval of previous meeting minutes: Lindsey Taucher moved to approve the previous meeting minutes as is. Phoebe Hale seconded the motion. Previous meeting minutes were approved.

Response to requests for information: Jennifer Pace shared that the district's contract with Brailsford & Dunlavey could be obtained through an open records request. Summer McKinnon shared that \$1.5 million was spent on the contract. Jennifer Pace shared that the FABPAC was unable to come to agreement on the use of performance data as part of the facilities planning process and that the information included on the Principal FAQ handout could be shared with the public.

District information: Jennifer Pace shared information on the new Texas State Accountability System with A - F ratings. The committee reviewed the five domains and Joslin's 'what-if' ratings using state assessment data from the 2015-2016 school year. The AISD school board voted this past December to ask the Texas Legislature to repeal the A-F rating system, because many successful campuses would have received failing scores based on the 'what-if' ratings.

Jennifer Pace shared information about the District of Innovation process and AISD proposed innovation plan that was posted online on February 24, 2017. The school board will vote to approve the plan at the March 27, 2017 board meeting. Lindsey Taucher planned to share District of Innovation information at the upcoming SAUS meeting.

Jennifer Pace shared a link to the Austin ISD Demographic study and provided several copies of it at the February CAC meeting.

Campus improvement planning: The committee reviewed the 2015-2016 Joslin Campus Report Card. Joslin earned a "Met Standard" rating, which is the highest possible rating, and exceeded the performance targets in all four performance indexes. A distinction designation for academic achievement in the area of science. The committee also reviewed the 2015-2016 campus TAPR report. Information was requested about the difference between the postsecondary readiness standard and the advanced standard on the TAPR report. The committee reviewed progress toward campus goals on the Campus Improvement Plan. The only goal we are not on progress to meet is providing staff training on strategies for students with ADHD, because there is currently no available training through the district on this topic.

Monthly featured topic: Jennifer Pace shared key dates for meetings related to the facilities master plan. The committee also reviewed campus improvements during the summer of 2018 from the 2013 bond election. Classroom air conditioners will be replaced. Lighting fixtures and ceiling grid systems will be replaced, and plumbing repairs will be made.

The meeting adjourned at 4:46 pm.

Response to requests for information

Information was requested about the postsecondary readiness standard and the advanced standard ratings on the TAPR report.

The STAAR Percentage at Postsecondary Readiness Standard is the percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments ($\geq 75\%$ in 3rd & 4th grade reading, $\geq 78\%$ in 5th grade reading, $\geq 74\%$ 3rd grade math, $\geq 73\%$ 4th grade math, $\geq 72\%$ 5th grade math, $\geq 80\%$ in 5th grade science, $\geq 70\%$ in 4th grade writing). The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.

The STAAR Percentage at Advanced Standard is the percentage of tests that met or exceeded the Advanced Level III performance standard ($\geq 85\%$ 3rd grade reading, $\geq 86\%$ 4th grade reading, $\geq 87\%$ 5th grade reading, $\geq 89\%$ 3rd grade math, $\geq 83\%$ 4th grade math, $\geq 86\%$ 5th grade math, $\geq 91\%$ 5th grade science, $\geq 84\%$ 4th grade writing). This indicator was part of determining the score for Index 3.

Monthly Featured Topic

- Redd Street improvements for bicycles and pedestrians & Safe Routes to School parent survey feedback (See attached responses)
- Budget & Staffing

	2017 - 2018	2016 - 2017
Staffing Allocation Changes	2 second grade teachers 1 Pre-K 3 teacher 1 Pre-K 3 TA 2 TAs	3 second grade teachers No Pre-K 3 teacher No pre-K 3 TA 3 TAs
Supplemental funding for full time PSS	50% PSS Allocation City grant funding for PSS not determined beyond first semester	50% PSS Allocation PSS funded to 100% through city grant
Supplemental funding for full time AP	50% AP Allocation AP funded to 100% \$4,801 from non-staff budget \$27,468 from Title I	50% AP Allocation AP funded to 100% \$4,600 from non-staff budget \$29,666 from Title I
Supplemental TAs through Sped Department	+ 3 grant funded	+ 2 grant funded
Title I Budget	\$27,750 Total \$27,468 AP salary \$0 general supplies \$282 parent meetings	\$30,164 Total \$29,666 AP salary \$180 general supplies \$318 parent meetings
Local Non-Staff Budget	\$30,946 \$4,001 subs \$6,400 copier rental \$0 general supplies \$715 library supplies \$12,330 AP salary \$1000 overtime \$6,500 cafe monitor	\$32,213 Total \$3,456 subs \$8,100 copier \$5752 general supplies \$805 library supplies \$4,600 AP salary \$1,000 overtime \$8,500 cafe monitor (\$5,000 carryover from prior year)
AFL (for schools with 70%+ free/reduced)	\$1,305 art supplies \$522 music \$700 special education \$6,075 custodial \$10,033 supplies or extra duty	\$1,415 art supplies \$566 music \$880 special education \$3,751 custodial \$10,033 supplies or extra duty

District information

- Targeted Utilization Plan
 - FABPAC is still discussing - details to come
 - Considering the formation of a committee to include representation from parents, staff, central office to help transition from idea to implementation
 - Campus should begin refining programming ideas, and consider programs that continue at the middle school level
 - Pre-K 3 (confirmed) and PPCD (unconfirmed) expected to add some students, but programming is still needed
 - CAC or Alternate committee
 - Gathering stakeholder input on programming ideas

Campus Improvement Planning

- Progress on CIP goals

We are on progress toward meeting all goals except providing training for teachers on teaching strategies for students with ADHD. We have requested that the Learning Support Services department develop a training session on this topic.

Goal Tracking Legend:	
	Not on track or not started
	On track to completion or in progress
	Completed
Advanced Academics: Provide academically challenging opportunities for GT and high ability students and receive exemplary ratings on our GT campus monitoring plan.	
	Support teacher professional development for completion of 30 hours of GT foundations training and 6 hour GT update training
	Increase number of students participating in academic competitions and clubs that target high ability in 2016-2017
	Support teacher professional development in inquiry and open ended questioning techniques to challenge all students to think critically and explain their thinking.
	Review campus demographics and GT demographics to identify equity and access patterns and increase student GT identification.
Campus Climate and Discipline - Violence Prevention: Ensure effective violence measures are in place so that >83% of students indicate they feel safe in school on the student climate survey and >93% of staff indicate that students follow rules on the Tell survey.	
	Embed social and emotional learning strategies in daily instruction and provide PD on SEL strategies.
	Support students in learning to be a good friend and in solving problems through guidance lessons, peace paths, and conflict resolution stems.
	Promote tolerance and kindness through participation in No Place for Hate and the Great Kindness Challenge.
	Recognize peacemakers once a week at morning assembly.

College, Career, and Life Readiness: Increase preparation for Career and Technological Education and 21st Century Workforce Development through participation in career day activities and a more rigorous curriculum.

	Support teacher professional development in inquiry and open ended questioning techniques to challenge all students to think critically and explain their thinking.
	Host a Career Day event for all students.
	Implement AVID Elementary strategies in 3rd - 5th grade classrooms.
	Provide information for parents about future career opportunities and career and technical education programs at Crockett High School.
	Provide leadership opportunities for students, such as through peer mentors or buddies, student council, campus gardeners, assembly leaders, etc.

Coordinated School Health / Student Fitness / Staff and Student Health and Nutrition: Continue to implement a coordinated school health plan to maintain an exemplary coordinated school health rating. Increase student participation in physical activities and promote healthy eating habits to strengthen the physical and mental health of our students so that >58% of students will be in the healthy body mass index zone.

	Provide two opportunities for physical activity during the school day.
	Use GoNoodle before school and throughout the school day for brain breaks and to increase physical activity.
	Continue to implement the CATCH program to increase healthy habits.
	Continue to implement the Marathon Kids program.
	Incorporate healthy food choices and reduce FMNV choices in celebrations, fundraisers, and concession sales.
	Provide after school classes that increase physical activity.
	Implement a health and fitness program for staff once a week.
	Teach health lessons.
	Post coordinated school health signs in the building and distribute information to parents.
	Provide P.E. activities that will help students reach the district average on on the (1) BMI, (2) sit & reach, and (3) trunk lift Fitnessgram assessments.

English Language Learners: Ensure that ELLs continue to develop listening, speaking, reading, and writing skills in English so that >83% of 5th grade ELLs will be proficient in English.

	Provide English and Spanish Language Arts instruction for ELLs developing early literacy skills.
	Utilize mixed ELL and non-ELL classes to provide authentic opportunities for ELLs to speak, listen, read, and write English with native English speaking peers.
	Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum.

Fine Arts and the Creative Learning Initiative: Increase access to and support for high quality fine arts instruction and creative teaching strategies by maintaining 5 community arts partnerships, providing 5 hours of individual teacher coaching, and ensuring 100% of students perform or exhibit art.

	Provide ongoing professional development for teachers in creative teaching strategies.
	Ensure all students have access to a fine arts residency program during the school day.
	Implement a monthly creative teaching strategy focus to increase teacher familiarity with and use of creative teaching strategies.
	Ensure teachers utilize at least one creative teaching strategy per week.

Graduation and Dropout Rate: Reduce the dropout rate and increase the graduation rate by ensuring $\geq 80\%$ of students meet the phase in level 2 standard on STAAR assessments.

	Embed social and emotional learning strategies in daily instruction.
	Ensure students have access to regular guidance lessons and counseling services as needed.
	Implement AVID Elementary strategies in 3rd - 5th grade classrooms.
	Provide academic interventions for struggling students.

Marketing Successes and Offerings: We will market the strengths of our campus in order to increase enrollment to 75% capacity.

	Utilize social media to communicate the great things happening in our school.
	Continuously maintain and update the campus website.
	Communicate programs and activities with neighborhood businesses.
	Invite neighborhood and community residents to school events.

Mathematics: We will deliver strong core instruction in mathematics to increase the percentage of students passing the STAAR math test to $\geq 80\%$.

	Continue to implement a departmentalization model in K-5th grade to allow for teacher specialization in content areas.
	Incorporate rigorous, multi-step problem solving in daily mathematics instruction at all grade levels.
	Ensure 3rd - 5th grade students learn multiple strategies to solve multiplication and division problems.
	Utilize professional learning communities to analyze work samples and conduct peer observations to reflect on and improve teaching and learning.

Reading/Language Arts: We will ensure that all student perform at or above grade level in reading so that $>81\%$ of students pass the STAAR reading test.

	Continue to implement a departmentalization model in K-5th grade to allow for teacher specialization in content areas.
	Implement a structured independent reading program and daily read-alouds in grades K-5th.
	Support teacher professional development in inquiry and open ended questioning techniques to challenge all students to think critically and explain their thinking.
	Implement close reading in 2nd - 5th grade daily language arts instruction.
	Utilize professional learning communities to analyze work samples and conduct peer observations to reflect on and improve teaching and learning.

Science: Deliver strong core instruction in science so that 84% or more students pass the STAAR science test.

	Continue a departmentalization model in K-5th grade to allow for teacher specialization in content areas.
	Use information from science benchmarks and regular formative assessment to respond to data with appropriate interventions.
	Provide academic vocabulary development opportunities to help students bring meaning to content.
	Utilize professional learning communities to analyze work samples and conduct peer observations to reflect on and improve teaching and learning.

Writing: Deliver strong core instruction to all students in the area of writing so that >78% of students pass the STAAR writing test.

	Implement a departmentalization model in K-5th grade to allow for teacher specialization in content areas.
	Implement the Austin Literary Academy program to ensure daily writing instruction in K-5th and a professional learning community focus on improving student writing through reflection on work samples and peer observations.
	Provide interventions for 4th grade students not meeting the passing standard on writing common assessments.

Parent and Community Involvement: We will increase parent and community involvement and ensure that >= 142 parents complete the parent survey.

	Provide student incentives for parent involvement in events, surveys, meetings, and groups.
	Plan school wide activities and programs to encourage parent participation.

Professional Development: We will provide high quality, ongoing professional development so that >94% of staff indicate their school is a good place to work and learn on the TELL survey.

	Utilize professional learning communities to analyze work samples and conduct peer observations to reflect on and improve teaching and learning.
	Implement the professional Pathways for Teachers appraisal system to improve teaching and learning.
	Provide ongoing professional development for teachers in creative teaching, AVD, and SEL strategies.
	Support teacher professional development in inquiry and open ended questioning techniques to challenge all students to think critically and explain their thinking.

Response to Intervention: Ensure all students receive adequate interventions and progress monitoring prior to being referred for special education and 504 evaluations so that <2% of referrals will qualify for services.

	Provide Tier I, II, and III intervention program professional development so that all teachers can provide appropriate interventions for struggling students and special education referrals will be reduced.
	Provide professional development on teaching strategies for students with ADHD.

Social and Emotional Learning (SEL): Increase social and emotional skills of our students and teachers so that >73% of our students indicate that they like coming to school on the student climate survey.

	Embed social and emotional learning strategies in daily instruction and provide ongoing PD on SEL strategies.
	Implement a weekly campus wide SEL skill and a monthly SEL focus word.
	Implement the Second Step curriculum to explicitly teach SEL skills to all students.

Technology: improve technology integration into the classroom environment, and utilize cohort I teachers will help all campus staff progress in the technology integration matrix.

	Provide computer instruction for all students in K-5th grade.
	Utilize the Campus Innovation Coach and cohort I teachers to provide ongoing professional development on the transformative and innovative use of technology to improve teaching and learning.
	Utilize technology in authentic project based learning and cross-curricular applications.

Special Education LRE: Ensure that 70% or more of our special education students are served in the general education classroom setting for 80% of the day or more.

	Review staffing and student needs as a means to optimize use of staff to support Individual Education Plans.
	Utilize flexible grouping across grade levels and content areas to increase opportunities for inclusion.