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Joslin Elementary Campus Advisory Council (CAC) Agenda Thursday, September 3, 2015

Call to order
Open forum / comments
Approval of previous meeting minutes
Response to requests for information
Enrollment and staffing concerns
Campus improvement planning <ul style="list-style-type: none">• Get CAC input on CIP goals and strategies to include in the 2015-2016 CIP
Adjourn

Estimated length of today's meeting is 1.25 hours.

CAC Meeting Dates

August 6, 2015
September 3, 2015
October 1, 2015
November 5, 2015
December 3, 2015
January 7, 2016
February 4, 2016
March 3, 2016
April 7, 2016
May 5, 2016

***All CAC meetings will be held in the library beginning at 3:15 pm,
unless otherwise noted.***

OPEN FORUM / COMMENTS

- Website updates: CAC meeting information and PTA Board meeting information has been added to the website.
- SAUS updates: Lorie is leaving as chair. (bio of the new one below) The new SAUS chair suggests asking deceased board member's family to serve the rest of his term

From: **Coalition SAUS** <coalitionsaus@gmail.com>

Date: Tuesday, August 25, 2015

Subject: Incoming Coalition Chair

To: CoalitionSAUS <coalition-to-strengthen-austin-urban-schools@googlegroups.com>

Dear Coalition SAUS members,

On August 12, 2015, the coalition had its annual meeting and selected me as your incoming Chair. I wanted to take this opportunity to introduce myself and let you know of a task on my plate.

I'm Laura Arbilla and I got involved with the coalition last year because I share the organization's goals and the way in which it conducts its efforts in a community rooted, open, and collaborative way.

I have 3 children who have attended AISD schools since Kindergarten. Two have already graduated and one is a high school senior this year, at Anderson High School.

I'm humbled by the opportunity to continue to work with you and further the mission of the coalition. Lorie Barzano leaves big shoes to fill but she is still in the Steering Committee and will continue to share her wisdom. Thank you Lorie! I'll do my best and am confident together we can continue to work towards an equitable and quality education for each child in Austin.

As you know, the passing of Mr. Schneider has left a vacancy at the AISD Board of Trustees. Consistent with the coalition's past positions is that filling the position be done in a transparent, open, community-based way. This evening, I'll attend the AISD Board Working Session and speak during public comments to petition the Board to implement a tried and true way to fill the District 7 Trustee position left by Mr. Schneider's passing: extend an offer to Mr. Schneider's spouse or grown children to temporarily fill the vacancy until an election can be conducted, as soon as feasible. This practice has worked well at the national level and avoids all concerns of inappropriate political influence until the community can democratically elect a new representative for District 7.

Sincerely,

Laura Arbilla

PREVIOUS MEETING MINUTES

Call to order:

Meeting called to order at 3:20 pm by Michelle Degon and seconded by Christina Erickson.

Open forum / comments:

Lindsey shared updates about the high school program-sharing plan. She reported that SAUS felt as though the district is listening to their concerns and trying to be more transparent. The goal of sharing was to provide access to programs on other campuses when the programs are full on home campuses. While bus transportation will result in some loss of instructional time, those affected by the sharing program should be few.

The CAC discussed possible parent interest in purchasing pre-packaged school supply kits. This would not serve as a fundraiser, but could be a convenience service provided. Summer shared some kit costs from one company based on our current supply list. Several CAC members/parents expressed interest in these kits. These could be pre-sold with no minimum order.

Ms. Pace shared that Joslin would receive \$65,500 from the tech bond to spend on student devices from a pre-approved device list that includes a tablet, a tablet/laptop combo, a laptop, and a chrome book. The goal is to get as close to a 1:1 student-device ratio. The staff will vote on several spending options at the first faculty meeting in September.

Approval of previous meeting minutes:

Michelle Degon motioned to approve previous meeting minutes, and Christina Erickson seconded.

Response to requests for information:

A request was made to get information about the possibility of innovation stations being added to classrooms that do not have them as part of the 20013 bond.

Campus improvement planning

- Review end of year performance data for 2014-2015 school year

Primary literacy data was reviewed and indicates a decline in the percentage of students reading on or above grade level based on the DRA assessment, which is not considered a good measure of literacy development, but is the one used by the district. STAAR performance data was also reviewed. 91% of student met science passing standard. 84% of 3rd – 5th grade students met the reading passing standard. Math scores have not been finalized, but preliminary measures indicate 79% of 3rd – 5th grade students met passing standards. 76% of students met writing passing standards. Composition scores on the writing STAAR indicate this is an area of weakness for the campus. In addition ELL scores on STAAR, primary literacy assessments, and TELPAS indicate English Language Proficiency development is a focus area for the campus. STAAR passing standards will be raised slightly this year to the Phase in level 2 standards, which will make it more challenging to meet/exceed our performance results from the previous year. Although we have areas of focus, we received 3 TEA performance awards and scored among the top ranking elementary schools in the district on the STAAR test. This is cause for celebration.

- Discuss improvement strategies to address challenge areas

The committee discussed improvement strategies, including the implementation of the Austin Literary Academy, to establish a campus wide focus on student writing and writing instruction. The Advancement Via Individual Determination (AVID) program will be implemented in 3rd – 5th grade, which helps students develop study skills, organization skills, and critical reading/thinking/writing skills. Critical thinking and inquiry will be a campus wide focus to help students think more critically about what they are learning. The campus will also implement departmentalization in primary grades as well as in the intermediate grades, so that teachers can specialize in content area instruction and students have access to the best quality instruction in each content area. Ana asked about teacher buy-in. Michelle shared that teachers were given time to research and think about the idea and the choice of whether to implement departmentalization at their individual grade levels.

Ms. Pace shared the new meeting structure for staff this year, which adds one more meeting day per week, to ensure staff is adequately informed and has adequate time to collaborate. The committee discussed staffing changes, including the reduction in teaching staff from three to two teachers at the third and fourth grade level, and the increase from two to three teachers at 2nd grade. The committee discussed which teachers would teach various content areas. Ms. Pace shared that unless a city grant is renewed, we would go back to a half-time Parent Support Specialist in January.

- Updated CIP template

Ms. Pace shared the new CIP template with the committee and provided information on how committee members can access the document online. Due to the drastic template changes, the due date for the completed draft CIP template is October 28th. Ms. Pace will share CIP goals and solicit strategy suggestions from the CAC at the next meeting.

AISD 2015-2020 Strategic Plan Framework

The 2015 – 2020 AISD Strategic Plan Framework was shared, along with a copy of the Strategic Plan packet and the Strategic Plan scorecard.

Adjourn

Christina motioned to adjourn, and Summer seconded.

REQUESTS FOR INFORMATION

Requests for information from previous meeting	Response to requests for information
<p>A request was made to get information about the possibility of innovation stations being added to classrooms that do not have them as part of the 20013 bond.</p>	<p>Jennifer,</p> <p>The presentation systems are the next step in the bond money expenditures. When or how that will look is unknown right now. We need to get further into the student device refresh before we have a better idea of a time line or approach to the presentation systems component.</p> <p>Alan N. Stevens Director - Customer Support Services Austin ISD Technology Department 512-414-9208</p>

ENROLLMENT & STAFFING CONCERNS

AISD ELEMENTARY CAMPUS LEVELING INFORMATION SHEET

Campus **JOSLIN ELEMENTARY** Principal **Jennifer Pace**

Directions: Complete this sheet for any grade level(s) where the numbers are especially **low** (you think you may lose 1 or more teachers) or especially **high** (you may need to add 1 or more teachers).

Grade Level Pre-K

Total # of Students at that grade level 22 currently registered (plus two pending applications = 24)

Total # of Teachers at that grade level 2

Highlight or list any **additional position bought with local or Title funds.**

Complete the table below for **each** class within the specified grade level.

- List each teacher at the grade level.
- Provide the total # of students in each class.
- For each class, indicate the # of English-only students (if the class is English only), the # of ELLs (if the class is one-way dual language), and the total # of ELLs and English students if the class is two-way dual language or a mixed class.
- Indicate the grade level totals on the last row of the chart.

Teacher	Total # of Students	Eng Only	DL One-Way	DL Two-Way		Mixed	
				# of ELLS	# of Eng	# of ELLS	# of Eng
Mayra Ramirez	11	7	4			4	7
Symanthia Harris	11	11					
Grade Level Total	22	18	4			4	7

Additional Comments/Special Situations (Please be Explicit – examples: Life skills unit with 14 sts/1 teacher/1 TA; bought additional Bil teacher [highlighted on table above] with Title funds):

We have 18 native English speakers, and only 4 students whose home language is Spanish. Due to these numbers, we asked Jacquie Porter if we could mix the students so that both teachers had a similar number of students. Jacquie acknowledged that it would be feasible based on our numbers. Parents of 7 of our native English speakers were happy for the opportunity for their children to get instruction from a bilingual teacher. This is allowing us to have two classrooms with 11 students each right now. We have two additional applications pending, one student has qualified for income, and the teacher will notify the parent today (9/2). The other will be tested for language, as home language is Pashto. With these two students, our count will increase to 24 students with two teachers.

List below any vacancies you still have:

We have no Pre-K vacancies

AISD ELEMENTARY CAMPUS LEVELING INFORMATION SHEET

Campus **JOSLIN ELEMENTARY** Principal **Jennifer Pace**

Directions: Complete this sheet for any grade level(s) where the numbers are especially **low** (you think you may lose 1 or more teachers) or especially **high** (you may need to add 1 or more teachers).

Grade Level Kinder

Total # of Students at that grade level 40

Total # of Teachers at that grade level 3

Highlight or list any **additional** position bought with local or Title funds.

Complete the table below for **each** class within the specified grade level.

- List each teacher at the grade level.
- Provide the total # of students in each class.
- For each class, indicate the # of English-only students (if the class is English only), the # of ELLs (if the class is one-way dual language), and the total # of ELLs and English students if the class is two-way dual language or a mixed class.
- Indicate the grade level totals on the last row of the chart.

Teacher	Total # of Students	Eng Only	DL One-Way	DL Two-Way		Mixed	
				# of ELLS	# of Eng	# of ELLS	# of Eng
Caamano	10		10				
Degon	15	15					
Presswood	15	15					
FLS inclusion	(3)	(3)					
Grade Level Total	40	30	10				

Additional Comments/Special Situations (Please be Explicit – examples: Life skills unit with 14 sts/1 teacher/1 TA; bought additional Bil teacher [highlighted on table above] with Title funds):

We are departmentalized at kinder, so losing a teacher would cause us to return to a self-contained classroom. This would be very hard on staff and parents, as we have already done so much to plan for departmentalization and help parents get adjusted to this change.

We also have 3 life skills students, who need intensive supports, who do inclusion with kinder, due to the low numbers and the appropriateness of the classroom tasks. The low numbers here make it easy for three life skills students and two TAs to access the classrooms.

List below any vacancies you still have:

We have no kinder vacancies

LEVELING INFORMATION SHEET

Campus **JOSLIN ELEMENTARY** Principal **Jennifer Pace**

Directions: Complete this sheet for any grade level(s) where the numbers are especially **low** (you think you may lose 1 or more teachers) or especially **high** (you may need to add 1 or more teachers).

Grade Level 1st grade

Total # of Students at that grade level 45

Total # of Teachers at that grade level 3

Highlight or list any **additional** position bought with local or Title funds.

Complete the table below for **each** class within the specified grade level.

- List each teacher at the grade level.
- Provide the total # of students in each class.
- For each class, indicate the # of English-only students (if the class is English only), the # of ELLs (if the class is one-way dual language), and the total # of ELLs and English students if the class is two-way dual language or a mixed class.
- Indicate the grade level totals on the last row of the chart.

Teacher	Total # of Students	Eng Only	DL One-Way	DL Two-Way		Mixed	
				# of ELLS	# of Eng	# of ELLS	# of Eng
Branch	14	14					
Melomo	15	15					
Valle	16		16				
FLS inclusion	(2)	(2)					
Grade Level Total	45	29	16				

Additional Comments/Special Situations (Please be Explicit – examples: Life skills unit with 14 sts/1 teacher/1 TA; bought additional Bil teacher [highlighted on table above] with Title funds):

We have already experienced many changes at this grade level. We started the year departmentalized with all three teachers. Due to the large number of ELLs that enrolled, we determined that a self-contained bilingual class would be the only way to provide the required number of minutes of Spanish instruction to those students.. We are going back to self-contained for our 16 ELL students starting on Tuesday, September 8th. We will continue departmentalization with the two remaining English/ESL classrooms on 9/8 as well. It took time and negotiation to reach consensus on these changes. More changes at this time would be devastating for the students, parents, and teachers.

In addition we have two life skills students and a TA who do inclusion with this grade level because the classroom instructional and social tasks are appropriate for these students.

List below any vacancies you still have:

We have no 1st grade vacancies.

LEVELING INFORMATION SHEET

Campus **JOSLIN ELEMENTARY** Principal **Jennifer Pace**

Directions: Complete this sheet for any grade level(s) where the numbers are especially **low** (you think you may lose 1 or more teachers) or especially **high** (you may need to add 1 or more teachers).

Grade Level 2nd Grade

Total # of Students at that grade level 42

Total # of Teachers at that grade level 3

Highlight or list any additional position bought with local or Title funds.

Complete the table below for **each** class within the specified grade level.

- List each teacher at the grade level.
- Provide the total # of students in each class.
- For each class, indicate the # of English-only students (if the class is English only), the # of ELLs (if the class is one-way dual language), and the total # of ELLs and English students if the class is two-way dual language or a mixed class.
- Indicate the grade level totals on the last row of the chart.

Teacher	Total # of Students	Eng Only	DL One-Way	DL Two-Way		Mixed	
				# of ELLS	# of Eng	# of ELLS	# of Eng
Balic	15	15					
Gutierrez	16	16					
Flores	11		11				
FLS inclusion	(4)	(4)					
Grade Level Total	42	31	11				

Additional Comments/Special Situations (Please be Explicit – examples: Life skills unit with 14 sts/1 teacher/1 TA; bought additional Bil teacher [highlighted on table above] with Title funds):

This grade level is departmentalized for the first time this year. We have worked diligently with our parents to address concerns and iron out kinks associated with program changes. Teachers have prepared for their individual content areas. Losing a teacher at this grade level, and making additional changes would likely result in upset parents, students and staff.

We have four life skills students and a TA who do inclusion with the second grade team. The small class sizes and the appropriateness of the tasks in the classrooms make this a perfect fit for inclusion with our life skills kids.

List below any vacancies you still have:

We have no vacancies in 2nd grade.

CAMPUS IMPROVEMENT PLANNING

The committee will review possible focus areas on the new CIP template and select the focus areas to include in the CIP. The committee will give input on focus area performance objectives and strategies to achieve the goals.

✓	<p>Advanced Academics</p> <ul style="list-style-type: none"> • Provide access to project based learning • Identify GT students for participation in at least two enrichment activities that extend beyond the classroom • Identify GT students to participate in at least two interscholastic academic competitions • Provide at least two community outreach events for parents of GT students • Include at least one performance objective to implement advanced academic strategies and resources
✓	<p>Attendance</p> <ul style="list-style-type: none"> • Include a performance objective to improve attendance
	<p>Campus Climate & Discipline</p> <ul style="list-style-type: none"> • Earn No Place for Hate designation • Provide anti-bullying activities/programs for students • Implement a positive behavior support system
	<p>Communication and Customer Service</p> <ul style="list-style-type: none"> • Use at least 3 forms of communication • Provide at least 3 parent informational events • Provide at least 3 adult learning opportunities • Provide at least 3 family fun events • Provide at least 2 opportunities to educate parents about learning disabilities and behavioral disorders • Provide information about post secondary opportunities
✓	<p>Staff and Student Health, Wellness, and Fitness</p> <ul style="list-style-type: none"> • Fitnessgram notification before & after; participation >89% • Coordinated school health team meets at least four times per year • At least 3 community education programs related to health & wellness • At least 3 opportunities for staff to engage in health/fitness activities • Provide at least 2 additional opportunities for physical activity during the day • Provide opportunities for free immunizations, vision, hearing screenings
	<p>Fine Arts and the Creative Learning Initiative</p> <ul style="list-style-type: none"> • Provide at least two opportunities for students to perform or display their work • Provide at least 3 community based fine arts experiences • Participate in at least 2 interscholastic competitions • Students have an opportunity to learn about creative careers • Fine arts instruction and creative learning strategies are included in the CIP
	<p>Highly Qualified Teachers</p>
✓	<p>Marketing Successes and Offerings</p> <ul style="list-style-type: none"> • Create at least two literary publications • Job fairs • Provide at least two college/career events

	<ul style="list-style-type: none"> • Provide mentors from middle schools, high schools, or post secondary • Include a performance objective to increase 21st century workforce development
	Mathematics
✓	Parent and Community Involvement <ul style="list-style-type: none"> • Provide at least 3 opportunities for community or parent involvement • Include at least one performance objective to increase community and parent involvement
	Partnerships
	Professional Development
	<ul style="list-style-type: none"> • Provide anti-bullying training for staff
✓	Reading Language Arts <ul style="list-style-type: none"> • Address increasing second language acquisition • Provide PD in sheltered instruction • Provide intervention to all students identified as struggling in reading or writing • Provide dyslexia assessments for struggling readers who do not respond to intervention
	Resources
	<ul style="list-style-type: none"> • Provide at least one extended day intervention program • Provide services for students identified by 504 as being dyslexic
	Science
	Social & Emotional Learning
	<ul style="list-style-type: none"> • Provide at least 3 cultural awareness programs • Provide opportunities for ELLs and non ELLs to participate together in music, art, PE • Provide at least 3 opportunities to create an emotionally healthy, inclusive environment (SEL, NPH) • Provide mentoring programs
	Social Studies
	Special Education
	<ul style="list-style-type: none"> • Provide programs that meet the individual needs of kids
✓	Technology <ul style="list-style-type: none"> • Include a performance objective to improve the digital learning environment • Provide at least one opportunity for developing international relationships • Provide cyber bullying training for staff and students • Students have access to computers for at least one hour per week • Provide at least 3 opportunities for web-based learning • Use STaR chart results to assess technology needs
	Writing