

El Paso Independent School District
Johnson Elementary School
2019-2020 Campus Improvement Plan



Mission Statement

We will provide education in a supportive and secure environment so that all students can demonstrate skills of a successful member of society.

Vision

Johnson is united in our commitment to ensure the academic and social success of our diverse children.

Value Statement

1. We will provide a safe, creative, and challenging learning environment that prepares our students for the future by instilling 21st century learning skills and embedding opportunities for students and teachers to access and use advancing technologies.
2. We will inspire students to be life-long learners who can thrive as independent learners in- a collaborative environment while also preparing them to be productive, accountable, and responsible citizens.
3. We will utilize multi-sensory teaching styles and strategies that will connect with students and will teach relevant content that is driven by the Texas Essential Knowledge and Skills (TEKS).
4. We will offer a positive and caring school culture that teaches students the ability to recognize and manage emotions, solve problems effectively and establish positive relationships with others, by using Positive Behavior Intervention and Support (P.B.I.S) and Collaborative Academics, Social and Emotional Learning (CASEL), activities on campus.
5. We will foster professional development, teacher collaboration, and teacher input to attain maximum achievement for our students and school.
6. We will offer a collaborative community environment that will allow teachers, students, administration, parents and other stakeholders to work together.

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Comprehensive Needs Assessment

Revised/Approved: April 30, 2019

Demographics

Demographics Summary

Johnson Elementary School has a population of 457 students with an average of 65 students per grade level. Most of the class sections in PreK- 5th Grade are dual language with one or two monolingual sections in each grade level. There are 310 English Learners that is about 68% of Johnson's population, that are participating in Dual language/ ESL programs. 94% of our students are economically disadvantaged, 68% are English Language Learners and 85% of the students are At Risk. 11% of the population is enrolled in the special education program and 7% of the population are migrant students. Johnson is located just blocks away from 3 different housing projects. Currently the city is relocating families and as a result our enrollment is steadily declining. Over the past 3 years enrollment has decreased from 518 students in 2016-2017 to 457 in 2018-2019. Over the past 3 years, our End of the Year attendance rates fluctuate from 93.5% in 2015-2016, 96.2% in 2016-2017, and 95.2% in 2017-2018 and currently we are at 95.8%. GT students have increased in identification from 18 students in 2016-2017 to currently 46 students in 2018-2019. The mobility rate at Johnson is 20% which has steady throughout the school years. In the school year 2018-2019, we have had 23 referrals for special education services, which has minimally declined from 27 referrals the previous school year 2017-2018. Disciplinary rates have decreased over the past three years from 58 students in 2016-2017 to 33 students in 2018-2019. English Language learners are continuously being serviced through different EL accommodations as documented in Ellevation and also serviced through different instructional strategies. Parent engagement is a monthly continuous effort between teachers, staff and parents. Flyers and community engagement activities are continuously planned and set by parental engagement leader and staff members.

Demographics Strengths

GT students have increased in identification from 18 students in 2016-2017 to currently 46 students in 2018-2019. Disciplinary rates have decreased over the past three years from 58 students in 2016-2017 to 33 students in 2018-2019. English Language learners are continuously being serviced through different EL accommodations as documented in Ellevation and also serviced through different instructional strategies. Parent engagement is a monthly continuous effort between teachers, staff and parents. Flyers and community engagement

activities are continuously planned and set by parental engagement leader and staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment is declining specifically in the lower grades PK3-1st Grade. **Root Cause:** Housing projects closing and mobility rate is increasing within other schools in district providing PK3 -1st Grade Enrichment Programs or newer schools. .

Problem Statement 2: Attendance Rate is at a 96% and district goal is 97%. **Root Cause:** Attendance plans and procedures are not consistent and parent contact is not made effectively by all staff members.

Student Academic Achievement

Student Academic Achievement Summary

Johnson is steadily increasing in school performance. Lower grade students are not making the necessary growth in reading and math according to DRA/EDL and sight word tests. STAAR scores for all grades 3-5 2018 76% passing in math, writing 66% passing, science 73% passing and reading 79% passing. The campus met one state performance distinction based on student growth. The campus overall this past school year improve in the Approaches state standard but still needs adequate growth in Meets and Masters grade level standards. The campus is giving 9 week assessments and ensuring that all teachers are using guided reading in their classrooms. Special education students are not meeting the performance standards needed to improve appropriately. Special education services and DRD services do not appropriately give interventions in dominant language for ELL learners. Special Education teacher and majority of Monolingual teachers are not ESL certified.

Student Academic Achievement Strengths

Teachers are given monthly planning days. Lesson plans must reflect the Fundamental Five, Active Learning Framework, guided reading and workstations. Lesson Plans must be uploaded to Schoology, where the leadership checks them and then conducts formal and informal walkthroughs. There is at least one 90 minute PLC per month to discuss data and ways to improve instruction. Teachers have been given several trainings on guided reading and how to incorporate it in the classroom. Teachers were given many tools to help them better classroom management. Campus teaching coaches and ALL modeled lessons and worked with small groups. District facilitators and principals visted our campus to offer feedback on Active Learning Lessons, guided reading and workstations. All teachers are being held accountabe for progress by using the Student Growth Tracker in Strive and Johnson Student Data Cards that teachers update monthly and displayed on the data wall in the PLC room. Tutors are provided for reading.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special Education Students are not making adequate academic progress based on state assessments and district benchmarks. Only 12% are at performing well on STAAR and LBJ's target needs to be 23% in all subject areas... **Root Cause:** Many of the SPED students' dominant language is spanish and the students can't get services in their dominant language.

Problem Statement 2: All students are not making the necessary growth in all subject areas according to STAAR performance standards and district assessments DRA/EDL and ISTATIION. **Root Cause:** There is a failure to consistently engage all learners in active and meaningful lessons that teach the

TEK rigorously in the first teach and targeted for small group instruction.

School Processes & Programs

School Processes & Programs Summary

teachers have had to learn to use TEXguide to find resources that relate with TEK-RS system that they started using last year. The leadership team determined that 1 planning day was needed every 4-6 weeks to help the teachers with planning for all subjects, and finding the best resources. In addition the teachers started using a new lesson plan template and grouping mats for guided reading and workstations. The teachers are relying heavily on teacher's edition manuals, test preparation materials, especially in mathematics (CIT voted for Sharon Wells resources), worksheets and students' textbooks as resources. As a result, teaching the TEKS at the rigor necessary for achieving Meeting and Masters on STAAR assessments is not happening. The teachers are required to turn in a lesson plan for each subject. Teachers are required to plan as a team. One teacher to plan reading, one plans math, and one plans science and social studies. Based on those documents it is evident that teachers are following the district curriculum with fidelity, however some classrooms are not doing what is specified for that day on the lesson plan. As a campus, all staff needs to improve communication and work as a team. Many funds are spent on tutoring and tutoring materials. LBJ begins tutoring in October and have tutoring 3 days a week. Kinder to second grade teachers tutor students from 3:30-4:00. 3rd-5th teachers tutor from 3:30-4:30. Many students qualify for tutoring because they are not meeting expectations on progress checks. Tutoring begins in September and ends in May. In addition to tutoring during the week there are Saturday STAAR camps beginning in February and ending in May. All students are invited attend All staff members need to work together to improve the first teach so that more students are Succeeding It is our goal to spend the funds proactively instead of reactively.

School Processes & Programs Strengths

Teachers are efficiently utilizing their planning days and working together as a professional learning community to complete lesson plans, discuss data, and share ideas. 100% of our teachers have completed all 6 of the required ALF projects and are incorporating more active learning strategies for the students in their lessons. Teachers are using PBIS and SEL strategies more efficiently. Student engagement in the classroom has increased. Students are taking ownership by doing goal setting and tracking their progress after all assessments and conferencing with the teacher on what strategies they can do to accomplish their goals. There is a strong sense of urgency in all teachers to improve student achievement, scores, or in the very least show growth and progress. Johnson prek program partners with Headstart and this is the third year for our prek3 program that are campus was selected to pilot. Students are rewarded with maverick of the month certificates and two teachers, one in the upper grade and one in the lower grades, are selected for teachers of the month. One student from every class are honored every month and celebrate by eating lunch with the principal. This year LBJ started to have monthly grade level presentations for the parents to improve parent engagement. In addition to grade level performances, LBJ had curriculum nights by every grade level at the beginning of the year to inform parents about what their child is learning. We have hired a new Parent Engagement

leader this year who is connecting with the community and offering new and different classes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need to work together to improve the first teach so that less students qualify for tutoring **Root Cause:** Teachers do not appropriately align their curriculum in their lesson plans and do not keep a consistent tracking system of student progress.

Problem Statement 2: Planning Days are not being utilized efficiently so teachers can plan appropriate plans. **Root Cause:** Planning Day Agenda is not being followed appropriately and administration needs to be in attendance.

Problem Statement 3: Fluency / RTI small group instruction is not consistently happening at the designated time. **Root Cause:** Teachers are not consistent with servicing students that are identified TIER 3 due to no fidelity checks from administration and teachers not utilizing time nor track students on paper appropriately.

Perceptions

Perceptions Summary

The Casel Poll, which reflects the implementation of social emotional learning, states that LBJ has many processes and supports in place to promote staff and student emotional learning. On average LBJ performed higher than district, however results also indicated that we have regressed since the previous year. Discipline policies and practices continue to be problematic. Getting parents involved in our programs is a number one priority for teachers and staff at LBJ. While some staff believe that the translations are not exactly accurate in our phone messages or literature sent home, all information is sent home in English and Spanish in an effort to involve more of the community. All the office staff at LBJ is new except for the head secretary. LBJ needs a new PIEMS clerk. Currently one from the district central office is subbing in the morning to keep student files up to date.

Perceptions Strengths

The Gallup student poll data stated that 93% of the students at LBJ feel safe at school. That is a 5% increase from previous years. Student feeling bullied has gone down 12%. Overall, students are feeling positive about their learning climate and the innovation being used in the classroom. Parents' responses about the school climate at LBJ greatly increased as did responses about the learning climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Campus parental involvement is very low at Johnson Elementary when topics are of no interest to parents or due to working parents and times are not flexible. **Root Cause:** No alignment within educational workshops and student presentations is happening and only 1 set time during the school day is available for parents.

Problem Statement 2: Discipline policies and procedures are not being followed consistently appropriate by staff members. **Root Cause:** Staff members do not want to follow discipline plans, PBIS interventions and schoolwide expectations before reacting to extreme situations.

Problem Statement 3: Based on the SEL survey teachers feel they don't have the appropriate time and planning of lessons for implementation research based SEL program. **Root Cause:** SEL Cohort 1 campus and teachers have implemented too many different components and has not appropriately aligned research based program with fidelity.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports: Board Goals 1-3

Performance Objective 1: Student overall performance in all subject areas will improve 15% in the meets grade level standard 40% as recorded on the 2019 STAAR Performance accountability data.





Evaluation Data Source(s) 1: STAAR results 2019
STAAR ACCOUNTABILITY REPORTS BY DOMAIN
DRA/EDL EOY reports
ISTATION READING/MATH REPORTS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 1) Provide instructional materials, equipment, technology/computers/iPads and resources to teachers and staff in order to increase student achievement and support curriculum.	2.4, 2.5	Administrators, Teachers, ALLs, Secretary	Fiscal records of expenditures, Curriculum Documents				
Funding Sources: 211 ESEA Title I (Campus) - 4447.21, 185 SCE (Campus) - 18424.58							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 2) Provide faculty Professional Learning Community (PLC) meetings in order for members to review student data, create intervention plans, discuss best practices and share/obtain appropriate resources to use for instruction. There will be at least one 90 minute PLC monthly and at least two 45 minute PLCs monthly. Provide planning days for teachers to plan appropriate aligned TEKS and staff development needed at Region 19.	2.4, 2.5, 2.6	Administrators, CTC, ALL, Grade Level Representatives, PBIS/SEL team, RTI team,	Agendas, Sign In Sheets, Planning Products, Student Data from multiple sources (DRA/EDL, REN360, CCRP, unit assessments, 9 weeks assessments, mock tests, & rubrics)				
	Funding Sources: 211 ESEA Title I (Campus) - 10500.00						
Comprehensive Support Strategy 3) Employ Certified Reading Tutors and Campus Teaching Coach that support classroom teachers and at risk students by assisting with small group instruction in and out of the classroom and during Response to Intervention (RTI) time, for at risk and economically disadvantaged students	2.4, 2.5, 2.6	Administrators ALLs	Student Reading and Math performance will improve due to small group interventions by tutors and tutoring interventions for TIER 2 and 3 students as identified in data measures.				
	Funding Sources: 185 SCE (Campus) - 35000.00, 211 ESEA Title I (Campus) - 67547.12						
4) Teachers will provide effective Tier 1 instruction through the use of researched based strategies (such as Balanced Literacy with emphasis of guided reading and workstations, TEKS Resources System, Schoology, Thinking Maps.	2.4, 2.5, 2.6	Teachers, Administrators, ALLs	Student Achievement Data will improve				
5) Teachers will continue to implement the Active Learning Framework (ALF) and use eStudio to document lessons and activities. This will include at least monthly G.R.O.W.E conversations with the ALLs.	2.6	Teachers, ALLs, Administrators	ALF will successfully engage and prepare LBJ students for the next grade level, while also practicing future ready skills.				
6) Purchase testing materials and workbooks to enhance teaching and learning as assessed on STAAR testing.	2.4	Teachers, Secretary, Administrators, ALLs	Expenditure reports, inventories and increased student achievement.				
	Funding Sources: 211 ESEA Title I (Campus) - 15000.00, 185 SCE (Campus) - 5000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Teachers will provide opportunities during the school day for students to utilize the Accelerated Reader program in order to encourage/incentivize independent reading at during the school day.	2.4, 2.5	Teachers, Administrators, Librarian	Accelerated Reading Reports and increased student achievement on all data sources.				
8) Purchase instructional reading materials and supplies for the library and classroom libraries to include English and Spanish resources.	2.5	Administrators, Librarian, Secretary	Purchase orders for reading materials, Library inventory records. Students will be checking out more books and library participation will increase				
Funding Sources: 211 ESEA Title I (Campus) - 2500.00, 185 SCE (Campus) - 5000.00							
9) Provide an Early Education Program for 3 year old students.	2.5, 2.6	Administrators, Teachers, Secretary	The first learning experience deeply impact students physical, cognitive, emotional and social development. We will keep track by looking at expenditure reports and inventories				
10) All sections of kindergarten to 5th grade will be scheduled to visit the library one a week	2.5	Administrators Librarian	The students at Johnson will learn to enjoy reading and begin to read for enjoyment as well as to learn about new topics and ideas. Librarian Calendar/Schedule Teacher Visitation Student Checkout Accelerated Reader Reports				
Comprehensive Support Strategy 11) Provide a Science Lab Campus Teaching Coach in order to conduct science labs for grades 3-5 and set up labs for grade K-2	2.4, 2.5, 2.6	Administrators	This well help to ensure that science is being taught in all grade levels with the intent of meeting system safeguards on 5th grade Science STAAR test.				
Funding Sources: 211 ESEA Title I (Campus) - 60862.67							
Comprehensive Support Strategy 12) There will be a science committee to act as a liaison with the science lab coach in order to improve tier 1 instruction, align science labs to TEKS resource system, and to help with the December science fair.	2.4, 2.5, 2.6	Administrator, Science Coach, ALLs	This will help to ensure that science is being taught in all grade levels with the intent of meeting system safeguards on 5th grade STAAR science test.				
13) Kindergarten through Second grade will be responsible for turning in sight word assessments monthly and fluency checks will be done weekly during RTI?Fluency Block.	2.4, 2.5	Administrators Teachers ALLs Reading Teacher Tutors	LBJ student will be reading on grade level by the end of second grade. DRA PLC data presentations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
14) All teachers will use 30-45 minutes out of the school day for Response to Intervention/Fluency Block and Social Emotional Learning Morning Circles	2.4, 2.5, 2.6	Administrators Teachers ALLs	LBJ students will be reading on grade level or above. REN360 scores DRA/EDL STAAR tests 9 weeks assessments				
15) Purchase reading materials such as leveled readers to be utilized in the classroom for small group instruction.	2.4, 2.5	Administrators ALL	Students will be provided adequate instructional readers that they can utilize in small group in library center.				
Funding Sources: 211 ESEA Title I (Campus) - 0.00							
16) The leadership team will provide training on differentiation for students (Tier 1-3 including SPED) by also providing a tool to track student progress.	2.4, 2.5, 2.6	ALL CTC Principal					
17) Teachers will track the progress of students in Data Binders to include afterschool tutoring and during the RTI block to determine if interventions are effective. Leadership team will followup with feedback and supported by Istation and progress monitor (Tier 1-3 including SPED)	2.4, 2.5, 2.6	ALL CTC Principal	Tracking system that is a constant feedback for teachers to analyze if interventions are effective or not for students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.


Directly Supports:
Board Goals 1-3

Performance Objective 2: Increase student overall attendance by 1% from the previous year 96.6% by the end of May 2020

Evaluation Data Source(s) 2: Monthly attendance reports, Student attendance, attendance meeting minutes, and attendance plans.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Assistant principal and attendance committee will do monthly review of attendance reports and ensure conferences with parents are being made after the 3rd absence.		Assistant Principal PIEMS Clerk Attendance Committee FCF intervention specialist	Student attendance will be monitored and action can be taken to encourage better attendance for students who are frequently absent				
Comprehensive Support Strategy 2) The attendance committee will implement the team of the week using data to track student tardiness, attendance and discipline referrals	2.5	Assistant Principal PEIMS Clerk Attendance Committee FCF intervention specialist	Encourage student attendance with initiatives and encouragement. Traveling trophy for winning teams.				
Comprehensive Support Strategy 3) Hold attendance meetings with parents of students with chronic attendance issue, including partial day absences	2.5	Assistant Principal PEIMS Clerk Attendance Committee Teacher	Encourage student attendance with initiatives and encouragement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Teachers will receive weekly attendance reports in order to make initial contact with parents		Assistant Principal PEIMS Clerk Attendance Committee Teacher	Student attendance will be monitored and action can be taken to encourage better attendance for students who are frequently absent				
							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 3: Student performance in the SPED demographic group will improve by at least 20% or at least one years growth on the STAAR reading 3rd, 4th, and 5th. In addition SPED students in K-2 will show at least 1 years growth in DRA/EDL reading level.

Evaluation Data Source(s) 3: DRA/EDL
STAAR
9 week district benchmarks

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) SPED teacher will check SPED students and evaluate them based on IEP and grade level goals biweekly.		Teachers SPED Teacher Administrators IEP Goal monitoring sheet CCRP	Teachers will ensure that SPED students are progressing towards their IEP goals and school goals. SPED teacher and Homeroom teacher will understand that there is a collective responsibility between the homeroom teacher, resource para, and SPED teacher.				
Comprehensive Support Strategy 2) Administration will ensure that a DRD teacher is provided for all students who qualify. DRD teacher will check DRD students and evaluate them based on DRD and grade level goals biweekly.	2.4, 2.5, 2.6	Teachers Administration DRD Monitoring Sheet CCRP	DRD students are progressing toward reading goals in the classroom and the DRD and homeroom teacher will understand that there is a collective responsibility between the homeroom teacher and DRD teacher.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Special Education Teacher will provide IEP training during STAFF meetings and PLC. The purpose is to ensure that teachers are implementing the IEP with fidelity especially with assessments, accommodations, grading, interventions, ensuring that teachers are educating students on how to use their supplemental aids.	2.6	SPED Teacher General Ed Teacher	Data Tracking Folders PLC agenda/Minutes				

Goal 1: Active Learning


El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 4: Dual Language/bilingual ESL: Provide opportunities to achieve literacy/biliteracy and proficiency in English and Spanish for Dual Language and ELL students with an increase in TELPAS scores for all ELL students

Evaluation Data Source(s) 4: Increased enrollment in the dual language program classes
LEP/Bilingual student listing
TELPAS

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) Encourage students who are not limited english proficient to participate in the dual language program for students in preK3-5th grade.	2.4, 2.5, 2.6	Parent Engagement Leader Administrators Teachers PIEMS clerk	Increased enrollment in Dual Language Classes				
Comprehensive Support Strategy 2) Provide Bilingual program for Limited English Proficient students in the 5th grade.	2.5	Administrators Teachers	Provide English language learners scaffolding for students who are learning English as a second Language				
3) Dual Language will provided in using a one way or two way model that ensures students success and mastery in both languages		Teachers	Students will make one years growth in their TELPAS composite score and reading at grade level in their dominant language by the end of second grade.				
							

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 5: Student performance in the Special Education, English Language Learners, Migrant, Economically Disadvantaged and At-Risk Sub demographic group will improve by 20% on the STAAR Reading 3rd, 4th, and 5th Grade. In Kinder-2nd student in the above mentioned demographic groups will make at least one years growth on ISTATION or increase by at least 3 levels in DRA/EDL.

Evaluation Data Source(s) 5: STAAR 2019 Results
ISTATION
DRA/EDL

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 1) In order to support teachers in designing engaging and meaningful instruction, professional development opportunities will be provided through campus PLCs, district PLCs, and professional development sessions.	2.4, 2.5	Teachers, District Staff, Administration, and ALLs	Teachers will attend professional development sessions where they will learn best practices for specific demographic groups of students and teachers will ensure implementation with fidelity to the best of their ability.				
	Funding Sources: 211 ESEA Title I (Campus) - 500.00						
2) Teachers will implement balanced literacy in their daily instruction and differentiate to better meet the needs of all students.	2.4, 2.5	Teachers Administration Reading Teacher Tutor ALLs	Small group instruction will be targeted to meet the needs of all students and all students will gain 1 years worth of growth				
3) Teachers will identify At-Risk, RTI students and provide TIER II interventions that are researched based during the RTI/Fluency block.	2.4, 2.5	Teachers Administration	Students needing intervention will be identified through multiple sources of data and will be instructed at least 4 times a week for 30-45 minutes.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 4) identify students with dyslexia and provide a part time DRD tutor/teacher to assist them in small groups.	2.4, 2.5	Administration Teachers DRD Tutor/Teacher	Students with Dyslexia will receive target instruction in order to be more successful in the classroom.				
5) Identify students (Hispanic, LEP, Economically Disadvantaged) in need of small group instruction/tutoring, focusing on reading, math, writing and science in order to plan/develop tiered instruction action plans based upon student data.		Teachers Administrators ALLs	Students needing intervention will be identified through multiple sources of data and will be instructed at least 4 times a week for 30-45 minutes.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Active Learning


El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 6: Faculty and Staff in the Active Learning Framework Diamond Cohort will continue to expand on the knowledge and skill they learned last year from GROWE conversations with their coach and impact student learning on the campus

Evaluation Data Source(s) 6: estudio data
walkthroughs

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will complete two Active Learning Projects every nine weeks.	2.5, 2.6	Administrators Teachers ALLs	Classrooms at Johnson will become student centered building a more autonomous learning environment.				
2) ALLs will meet with teachers to have GROWE conversations at least 7 times during the school year.	2.5	ALLs Administrators	The Diamond Cohort Staff will still feel supported through the process of implementing the Active Learning Framework by the Active Learning Leaders				
							

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Encourage the GT and ESL certification of all teachers due to the high demand in ELL population in our school and to better service them.

Evaluation Data Source(s) 1: Certification training and certification records.

Summative Evaluation 1:

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.



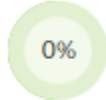

Performance Objective 2: Dual language department and district has set new parameters for the dual language implementation within the district. Teachers will receive various PD in Dual language components, expectations and aligned lesson plans with new SLAR/ELAR TEKS by our Campus Mentors.

Evaluation Data Source(s) 2: Dual language implementation checklist and walkthroughs.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers will continue to receive training in Social Emotional Learning Practices using CASEL protocols and Sanford Harmony Protocols		SEL team Admin ALLs	Decline in referrals Improved student happiness as reported through district surveys and Teachers will build relationship with students which will improve classroom management				
2) The Leadership Team will ensure that all teachers are using schoology, TEKSrs in order to conduct biweekly check ins to monitor the use of rigors resources and fidelity to the scope and sequence		Administration Teachers ALLs					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 3) Teachers will meet, by grade level, every 4-6 weeks to create lesson plans with rigours resources and use data to drive instruction. Planning Days will be intentional and specific to the demand of the curriculum.	2.4, 2.5, 2.6	Administration ALLs	Students will be provided with a quality education in which they visible progress on all learning goals that they are tracking				
4) Faculty and Staff will participate in a book study of "Culturize" by Jimmy Casas which will promote a positive culture environment.		Administration ALLs Teachers	The team will be fully present and committed to the goals of the CIP				
5) Faculty and Staff will understand TTESS expectations during faculty meetings and will be provided walkthrough feedback by administration for effective recommendations of implementation.		Administration	Teachers will be aware of TTESS and expectations of administration				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: Implementation of strategies to provide a safer more secure learning environemnt throughout the 2018-2019 school year





Evaluation Data Source(s) 3: PBIS Meeting Minutes

Referral Data

Counselor Class Schedule

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All students, faculty, and staff will implement PBIS strategies including the M.A.V.S. and Check in and Check out for tier 3 behavior students. 3 good remarks to 1 negative remark		All faculty and Staff PBIS campus Coach Assistant Principal	Decline in referrals Improved student happiness as reported through district surveys				
2) All students, faculty and staff will incorporate Social Emotional Learning (SEL), adhere to the CASEL protocols for morning meetings, Meet up/Buddy up paris will be implemented for a week through the Sanford Harmony program	2.5	Teachers SEL Leadership Team Samford Harmony Trainers of Trainers	Teachers will build relationship with students which will improve classroom management				
3) Provide Nurse with essential supplies when needed to care for our students		Secretary Administration Nurse	Students will be well cared for				
4) Continue to employ and provide our campus social worker with needed supplies to maintain an organized and consistent tracking system for identified students		Administratio FCF intervention specialist					
Funding Sources: 185 SCE (Campus) - 11375.42							
5) Provide student field trips and entrance fees to allow hands on quality, rich educational opportunities		Teachers Secretary Administration	Students will be allowed to learn in a real word environment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 6) Consistently monitor student record transfers for students enrolling and withdrawing		Administration PEIMS Clerk LPAC Clerk Teachers	This is done in order to follow board policies and expectations				
7) Create an incentive program (Maverick of the Month & Student Poster Display)		Administration Counselor	This will promote a positive learning environment that encourages academic, as well as emotional success.				
8) End of the year award ceremony will be held in each grade level for students		Counselor Teachers Administration	This will promote a positive learning environment that encourages academic, as well as emotional success				
9) Provide guidance services for students in need of assistance emotionally, socially, and/or academically		Counselor Administration	This will promote a positive learning environment that encourages academic, as well as emotional success				
10) Counselor will provide Core Essentials Curriculum lessons to all classes monthly		Administration Counselor	This will promote a positive learning environment that encourages academic, as well as emotional success				
11) Students in the 4th grade will participate in the Kids Excel Program		Administration Secretary 4th Grade Teachers	Students will gain social benefits through the act of collaboration with other students. In addition students will become physically fit through participation and gain an appreciation for movement and fine arts.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Great Community Schools

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 4: Teachers will be receiving continuous feedback of balanced literacy components and utilizing the Jan Richardson Guided Reading Book.

Evaluation Data Source(s) 4: Guided Reading will be done with fidelity and student reading level will increase.

Summative Evaluation 4:

Goal 3: Lead with Character and Ethics








El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Budget Management -

Strategies should describe the campus budget management framework/process for ensuring that resources are distributed in a timely and equitable manner.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Ensure that instructional resources are distributed in a timely and equitable manner for all students included.		Administrators Secretary	Teachers will have the resources needed to provide effective instruction				
TEA Priorities Improve low-performing schools 2) CIT members will be informed as to how the Budget is distributed and will be taken into consideration as to what is essential to change to meet the needs of the students.		Administration, CIT members.	Transparency of budget expenditures will create a trustworthy environment within staff members.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Family Engagement

Evaluation Data Source(s) 1: Strategies should reflect campus family and community engagement process/framework/activities

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The parents of economically disadvantaged and at-risk students will be provided with a variety of training sessions, instructional supplies and programs on a monthly basis to help them assist their students with academic, emotional and social growth.	3.1, 3.2	Parent Engagement Leader Administrators Counselor	Parents will be informed of all educational programs and opportunities for their children				
2) Conduct evening family involvement events in coordination with the PTA. August Meet the Teacher September Open House/ 5th Grade Performance October 4th Grade Performance/ Curriculum November- 3rd grade performance Dec - Winter Wonderland Program Jan- 2nd grade performance Feb 2nd Grade Performance March Kindergarten Performance April - Prek Performance May: Awards Ceremonies MATH And Science Night LIteracy Fair Dr. Seuss Celebration	3.1, 3.2	Administrators Teachers Counselor PEL	Parents will have a variety of opportunities to be involved with the school community and learn what is expected of their children at school. During the Open house meeting Parents will receive the Family Engagement Policy				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Comprehensive Support Strategy 3) Provide parents opportunities to voice suggestions and concerns through Coffee with the Principal sessions at least 6 times during the school year. These meetings will include Title 1 meetings and educational programs	3.2	Administrators PEL	Parents will be given the opportunity to have an open communication system with the administrators to address concerns, ideas, and activities to help the school community as a whole				
4) Provide Parents with the home school connection newsletters reading materials and school event monthly calendars		Administrator PEL	Parents are provided with constant communication from administrators and teachers to keep informed of monthly activities, and receive reading materials for the Strong Fathers program				
5) Region 19 Head Start Program will collaborate with Johnson to allow Head Start students to attend Johnson's half day pre-kindergarten program.	2.5, 2.6						
6) Johnson will collaborate with Morehead to allow 5th grade students and parents to participate in transition activities that will prepare the students for middle school.	2.5	Counselor 5th Grade Teachers	Students will be provided with transitional opportunities to prepare for the transition to middle school.				
7) Continue to fund Parent Engagement Leader who will coordinate parent meetings, work with PTA, parent workshops, coordinate coffee with the principal and schedule parent classes to build community and increase student achievement.	3.1, 3.2	Administrators PEL	Effective School Survey will show higher levels of community and parent involvement				
Funding Sources: 211 ESEA Title I (Campus) - 643.00							
8) Johnson will fund a Focus on Family Social Worker one third of time and district will fund the two thirds of FCF interventionist salary. She will continue to coordinate counseling for students and families in order to meet additional needs. She will also do other duties as assigned as long as they impact student social emotional growth.		Administrators Social Worker	Students and Families will get the support from the Focus on Family programs and therapies to meet their social emotional needs.				
9) Physical Education Teachers will invite parents monthly to a wellness activity.	3.2	Administration Physical Education Teachers	Increased Parent Involvement				
10) Physical Education Coaches will supervise daily wellness walks with parents and students at 7:30 A.M.		Administration Physical Education	Increased Parent Involvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide faculty Professional Learning Community (PLC) meetings in order for members to review student data, create intervention plans, discuss best practices and share/obtain appropriate resources to use for instruction. There will be at least one 90 minute PLC monthly and at least two 45 minute PLCs monthly. Provide planning days for teachers to plan appropriate aligned TEKS and staff development needed at Region 19.
1	1	3	Employ Certified Reading Tutors and Campus Teaching Coach that support classroom teachers and at risk students by assisting with small group instruction in and out of the classroom and during Response to Intervention (RTI) time, for at risk and economically disadvantaged students
1	1	11	Provide a Science Lab Campus Teaching Coach in order to conduct science labs for grades 3-5 and set up labs for grade K-2
1	1	12	There will be a science committee to act as a liaison with the science lab coach in order to improve tier 1 instruction, align science labs to TEKS resource system, and to help with the December science fair.
1	2	2	The attendance committee will implement the team of the week using data to track student tardiness, attendance and discipline referrals
1	2	3	Hold attendance meetings with parents of students with chronic attendance issue, including partial day absences
1	3	2	Administration will ensure that a DRD teacher is provided for all students who qualify. DRD teacher will check DRD students and evaluate them based on DRD and grade level goals biweekly.
1	4	1	Encourage students who are not limited english proficient to participate in the dual language program for students in preK3-5th grade.
1	4	2	Provide Bilingual program for Limited English Proficient students in the 5th grade.
1	5	1	In order to support teachers in designing engaging and meaningful instruction, professional development opportunities will be provided through campus PLCs,district PLCs, and professional development sessions.
1	5	4	identify students with dyslexia and provide a part time DRD tutor/teacher to assist them in small groups.
2	2	3	Teachers will meet, by grade level, every 4-6 weeks to create lesson plans with rigours resources and use data to drive instruction. Planning Days will be intentional and specific to the demand of the curriculum.
2	3	6	Consistently monitor student record transfers for students enrolling and withdrawing
4	1	3	Provide parents opportunities to voice suggestions and concerns through Coffee with the Principal sessions at least 6 times during the school year. These meetings will include Title 1 meetings and educational programs

State Compensatory

Budget for Johnson Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.6XXX.155.30.100.155	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$35,000.00
185.32.6116.155.30.000.155	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$11,375.42
6100 Subtotal:		\$46,375.42
6300 Supplies and Services		
185.6339.155.30.100.155	6339 Testing Materials	\$5,000.00
185.11.6395.155.30.000.155	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
6300 Subtotal:		\$10,000.00

Personnel for Johnson Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Yolanda Rios	Social Worker	FCF	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

Johnson Elementary met and developed CNA according to data information provided by school staff and personnel on March. CNA was reviewed by CIT committee on April 2019 Attachment of agendas, sign in sheets and minutes of CIT meetings are in ammendums in plan for learning and in Title I crate.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators.

CIT Members are found in May Sign In sheet and Approval of CIP are indicated in May 2019 Meeting are in Title 1 Crate.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students* are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))

* as well as “at-risk” students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.]

The CIP will be revised in September when all data has been collected to know the performance of all students in all subgroups and revised as needed.

2.3: Available to parents and community in an understandable format and language

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sec. 1114(b)(4)

The CIP available on campus library and office, and in plan4learning and was distributed in English.

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) Schoolwide Reform Strategies that the school **will** be implementing to address school needs, including a description of how such strategies:

Johnson will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards as addressed in Goals 1 CIP Strategies 1,3, 6 for all subgroups and meet student academic achievement in state standards.

2.5: Increased learning time and well-rounded education

Johnson will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded

2.6: Address needs of all students, particularly at-risk

Johnson will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards as stated in Goals 1 CIP Strategies 1, 2, 3, 6 and Goal 2 Strategies 1, 2

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Johnson shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements. Parents **shall** be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Parent Meeting was called and all attachments are in Title 1 Crate for approval of Parent and Family Engagement Policy for 2019-2020. Policy will be distributed in Parent Meetings, Parent-Teacher Conferences and available on campus in both English and Spanish. Title 1 Crate will have attachments of Agenda Sign in and minutes.

Building Capacity for Involvement

Johnson will:

- provide assistance to parents to understand the State's academic standards, the State and local assessment standards and how to work with educators to improve their child's achievement.
- provide materials and training to help parents work with their child, such as literacy and technology training.
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners
- In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand
- Provide reasonable support for family engagement activities

3.2: Offer flexible number of parent involvement meetings

Johnson shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A,

transportation, child care, or home visits, as such services relate to parental involvement. Monthly coffee with the principal meetings, monthly parental engagement activities, parent-teacher conferences, parent curriculum nights.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Debra Montes	Campus Teaching Coach	Reading Program	1
Kara Curlin	Campus Science Coach	Science Lab	1

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies and Materials	185.11.6399.155.30.000.155	\$13,424.58
1	1	1	Technology Equipment	185.11.6395.155.30.000.155	\$5,000.00
1	1	3	Salary for Reading Tutors and Tutoring	185.6XXX.155.30.100.155	\$35,000.00
1	1	6	Testing Materials	185.6339.155.30.100.155	\$5,000.00
1	1	8	Reading Materials for Classroom use	185.11.6329.155.24.801.155	\$5,000.00
2	3	4	Salary for FCF	185.32.6116.155.30.000.155	\$11,375.42
Sub-Total					\$74,800.00
Budgeted Fund Source Amount					\$74,800.00
+/- Difference					\$0
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Supplies and Materials	211.11.6399.155.24.801.155	\$4,447.21
1	1	2	Substitutes for Planning Days	211.11.6112.155.24.100.155	\$10,000.00
1	1	2	Region 19	211.13.6239.155.24.801.155	\$500.00
1	1	3	Salary for Campus Teaching Coach Instruction	211.11.61XX.155.24.801.155	\$40,528.27
1	1	3	Salary for Campus Teaching Coach for Coaching Teachers	211.13.61XX.155.24.801.155	\$27,018.85
1	1	6	Testing Materials	211.11.6339.155.24.801.155	\$15,000.00
1	1	8	Reading Materials for Library	211.12.6329.155.24.801.155	\$2,000.00
1	1	8	General Supplies for library	211.12.6399.155.24.801.155	\$500.00
1	1	11	Salary for Science Campus Teaching Coach	211.11.61XX.155.24.801.155	\$48,690.14
1	1	11	Salary for Science Campus Teaching Coach for Teacher Coaching	211.13.61XX.155.24.801.155	\$12,172.53

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15	Reading Materials for Classroom Use	211.11.6329.155.24.801.155	\$0.00
1	5	1	Misc. Operating Costs	211.13.6499.155.24.801.155.2019.155	\$500.00
1	5	1	Reading Materials	211.13.6329.155.24.801.155.2019.155	\$0.00
4	1	7	Supplies for PEL	211.61.6399.155.24.801.155	\$143.00
4	1	7	Refreshments for PEL Activities	211.61.6499.155.24.801.155	\$500.00
4	1	7	Reading Materials Parents	211.61.6329.155.24.801.155	\$0.00
Sub-Total					\$162,000.00
Budgeted Fund Source Amount					\$162,000.00
+/- Difference					\$0
Grand Total					\$236,800.00