

McKinney Independent School District

Johnson Elementary

2018-2019 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

This year, Reuben Johnson Elementary (RJE) continued our All Stars at RJE sports theme to welcome and celebrate our students. RJE is an outstanding school with an established record of success. An active parent community supports RJE with a commitment to excellence. The teachers and staff, along with parents and volunteers, collaborate to create an environment that engages all students and enhances learning and success for each child. RJE teachers are committed to providing engaging instruction that is differentiated while supporting all of our Jaguar students, as they become effective communicators, quality contributors, and socially responsible citizens. The RJE staff creates a culture of high expectations, where all feel safe, valued and nurtured. Students are actively involved in setting individual goals for academics, physical fitness and personal growth. RJE teachers strive to provide exemplary academic instruction coupled with a high level of engagement for all students in all subject areas.

Demographics Strengths

RJE's student enrollment remains relatively consistent throughout each school year, approximately 500 students are in attendance daily. The diverse ethnicity of our student population is certainly a strength of our school community.

The campus enrollment by ethnicity is: American Indian or Alaskan Native- 4.2%, Asian- 8%, Black/African American- 14.2%, Hispanic/Latino- 20%, Native Hawaiian or Pacific Islander- 0.006%, White- 51.4% and Multicultural/Other- 5%. RJE has 5.2% Limited English Proficient students, 13.8% receive Special Education services, 8.5% participate in the Gifted and Talented program, 13.9% are considered to be At-Risk, and 21.8% qualify as Economically Disadvantaged based on free/reduced lunch status.

Student Achievement

Student Achievement Summary

Multiple measures of data have been utilized in the development of this year's Campus Improvement Plan. This data will also be reviewed in depth by teachers to plan for instruction and interventions to meet the needs of all students. A deep review of data will help us to move all students forward toward achieving their personal best and our campus goals.

The Reuben Johnson Elementary School community strives to demonstrate exemplary academic performance coupled with high student engagement for all students in all subject areas.

Student Achievement Strengths

For the 2017 STAAR test, RJE students met standards in all areas: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. RJE outperformed the state average on all STAAR assessments in math, reading, writing, and science. Additionally, RJE was recognized with the Silver National Healthy Schools Award by the Alliance for a Healthier Generation.

School Culture and Climate

School Culture and Climate Summary

RJE staff members have collaborated to identify our core values: Relationships, Integrity, Determination, and Excellence (RIDE). RJE teachers and staff collaborate closely to create a culture of high expectations where all feel valued and safe. Communication is shared through multiple methods in order to continuously keep parents informed and connected to the school. The school culture at RJE is to have parents participate as partners in their child's education.

School Culture and Climate Strengths

The culture and climate at RJE are enhanced by multiple opportunities for students to explore various leadership and interest-based activities. All 4th & 5th grade students may participate in RJE's Student Council. All 4th and 5th grade students may participate in Safety Patrol. RJE has a strong choir program, which includes a 4th grade choir, 5th grade choir, and 4th/5th grade recorders group. Our school received the Silver Award from the Alliance for a Healthier Generation. RJE's PE team promotes a healthy life-style and the importance of exercise. At RJE, 100% of staff members join the PTA and the majority contribute to the McKinney Education Foundation (MEF).

To support our students in the area of organization, systems are utilized campus-wide (examples: BEE binder, TEAM binder, etc.). In addition, we have a school-wide character education program, Character Counts, which provides a framework for establishing basic values such as: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Our student recognition and incentive plan closely aligns with elements of PBIS in that, we have school-wide expectations for all areas of the building. This plan hinges on Johnson Jaguars being ready to ROAR: Respect yourself & others, Own your actions, Achieve goals, and Ready to learn. A matrix has been developed to identify expectations related to ROAR across the campus.

Recognition and celebrations are a valued part of the culture at RJE. Communication is also an area of strength as evidenced by strong parent participation in school-wide functions and volunteer opportunities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

83% of the RJE teaching staff have 6 or more years of experience, including 26% who have over 20 years of experience. The average years of experience for RJE teachers is 15.5 years. 100% of classroom teachers are GT certified, and 100% of classroom teachers and Special Education teachers are ESL certified.

Staff Quality, Recruitment, and Retention Strengths

Every RJE classroom is staffed with an educator who meets the criteria as a highly qualified teacher. The average number of years experience in MISD for RJE teachers is 15.5 years. The campus culture promotes the retention of highly qualified teachers. Strategies and activities are in place to ensure that teachers are receiving high-quality professional development based on data indicating areas of student needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

RJE staff is committed to implementing differentiated and engaging instruction to achieve excellence. Campus administrators monitor classroom planning and instruction to ensure that both are aligned with the student expectations of the state curriculum (Texas Essential Knowledge and Skills - TEKS) as well as the high standards of our school community.

Curriculum, Instruction, and Assessment Strengths

In order to accomplish our goal of preparing all RJE students to “achieve academically excellent results in all subject areas,” we will target student engagement, data driven instruction, and professional collaboration and growth.

- Engagement: Teachers design meaningful, relevant lessons that are differentiated to meet the needs of their students.
- Data driven instruction: The discovery of difficult to teach, hard to learn standards will occur in grade level data meetings. This information will be utilized to design differentiated instruction and provide targeted interventions.
- Professional collaboration and growth: RJE administrators will continue to monitor teaching and learning through formal and informal walkthroughs, focus on MISD Model of Instruction, evaluations and through the achievement of individual professional goals set by teachers; collegial conversations will be held in PLCs to discuss and review data and improve teaching; math and ELAR teachers will attend professional development to support the areas identified for instructional improvement.

Parent and Community Engagement

Parent and Community Engagement Summary

The RJE Parent Teacher Association (PTA) is strong unit that provides parent education, environmental programs, community service, and cultural arts programs for students, parents, and staff members that enhance the learning environment.

Parent and Community Engagement Strengths

Many RJE parents volunteer on a daily basis at RJE and enhance our instructional program. Moms, dads, and even grandparents volunteer in the office, lunchroom, Learning Commons, and classrooms to assist teachers and students. Our PTA provides events like Family Math & Reading Night, Red Ribbon Week, fine arts assemblies, Reflections program, family carnival, and volunteer/room parent training. The PTA conducts a fundraiser each year in order to fund events for that year and save for big projects such as playground awnings. RJE has a special group for dads who volunteer at school called "Jag Dads." Jag Dads assist with arrival and dismissal duties once a month, organize a Dads Day when dads volunteer in the building throughout the entire day, host Mom's day to coordinate with Mother's Day and facilitate a family movie night annually.

RJE parents are very responsive to our requests for volunteers for events such as: greeting newcomers at Kinder Roundup, welcoming parents and visitors for special events, assisting in the office with copying and filing, and helping at Bike & Scooter Rodeo and Field Day.

School Context and Organization

School Context and Organization Summary

Reuben Johnson Elementary School was founded in 1997 and consistently reaches exemplary status because of the hard work and dedication of its faculty and students. The school's namesake is Reuben Johnson. He was a man of great character and integrity. Mr. Johnson was raised in McKinney and attended McKinney ISD schools. He paid back his community by dedicating 37 years of his life to a career in education, including 28 of those years in McKinney schools. His wife, Evelyn Johnson stated, "He was an all-around man who touched the lives of his students. He was interested in the welfare of the children and wanted the best for all students so they could be positive achievers throughout life." The RJE community is proud to carry on the tradition of educational excellence and concern for students.

The subdivision served by RJE is Eldorado Heights II and Pine Ridge Estates. When students leave fifth grade at RJE, they attend Evans Middle School.

School Context and Organization Strengths

The environment at RJE provides the opportunity for faculty members to function effectively, change appropriately, and grow from within. Campus structures such as action teams, professional learning communities, team leaders, etc. are well established. Multiple methods of communication are used to provide staff and parents with up to date information about school events. Parents are given an opportunity to provide feedback about their child's class placement through the use of a Student Learning Profile.

Technology

Technology Summary

RJE utilizes a variety of technology resources to enhance instruction, increase student engagement, and develop global awareness.

Technology Strengths

We have a standing committee for technology with representatives across the grade levels. The committee also discusses how to incorporate technology effectively into instruction. Our Learning Commons houses a state of the art Makerspace area, Tech Deck, and augmented reality software to inspire creativity.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data






Goals

Goal 1: EXCELLENCE: Reuben Johnson Elementary students will actively participate in learning experiences that are challenging, relevant, and engaging.

Performance Objective 1: RJE students will meet or exceed individualized projected growth in all academic areas which will enhance student learning.

Evaluation Data Source(s) 1: At the end of the year, multiple measures of data (STAAR, DRA, MAP, and district assessments) will show that all students have met or exceeded their individualized projected growth in Reading, Math, Writing, and Science.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administrators will attend data meetings hosted by grade level teams following major assessment events to determine trends and plan interventions.	Administrators	Evaluation of data will support increased performance on assessments.				
2) Student specific Individual Education Plans (IEPs) will be implemented for identified students. Special Education and General Education teachers will collaborate to ensure that IEP plans are closely followed and monitored to ensure that goals and objectives are met.	Administrators, Special Education and General Education teachers	IEP goals and objectives will be met during the one year period for which they are written.				
3) RJE teachers and students will regularly utilize technology tools such as Interactive white boards, iPads, laptops, and computers (classroom, library, or computer lab) to increase student engagement and provide rigorous instruction.	Classroom teachers, Administrators, and Media Resource Specialist (MRS)	Classroom observations and walkthroughs; student products; use of technology tools such as iPads and iPhones				
4) RJE teachers will implement elementary methodologies and strategies emphasizing student success skills, inquiry skills, organizational skills, and future ready soft skills (autonomy, collaboration, communications, creativity, critical thinking, growth mind-set, professional ethics).	Classroom Teachers and Administrators	Organizational tools will be used by all students.				
5) Administrators will provide frequent feedback to RJE teachers that is focused, meaningful, and evokes positive change.	Administrators	Documented walkthroughs and formal evaluations.				

6) Instructional staff will complete thorough data review prior to the start of the school year for each student in their class. Data collection will utilized in the development of lesson plans to meet individual student needs.	Teachers, Administrators, Instructional Coach	Increased student achievement and differentiated lesson plans.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: EXCELLENCE: Reuben Johnson Elementary students will actively participate in learning experiences that are challenging, relevant, and engaging.

Performance Objective 2: RJE teachers will participate in professional development activities to enhance their abilities as leaders, designers, and guides of instruction.

Evaluation Data Source(s) 2: Evidence of application of new learning will be observed by Administrators during walkthroughs, data meetings, team meetings and formal evaluations.

Summative Evaluation 2:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) RJE English Language Arts (ELAR) teachers will seek out and participate in professional development to enhance writing instruction and develop the balanced literacy model within their classrooms.	Classroom teachers and Administrators	Participation in professional development related to writing instruction; evidence of training is observed by Administrators during walkthroughs.				
2) RJE teachers will participate in professional development activities to enhance classroom management strategies and future ready skills (autonomy, collaboration, communications, creativity, critical thinking, growth mind-set, professional ethics).	Administrators	RJE teachers will implement strategies learned in professional development activities.				
3) RJE teachers will participate in PLC (Professional Learning Communities) planning sessions on a ten day rotation to review data and prepare for upcoming content.	Administrators, Instructional Coach	Teachers are able to discuss data and subsequent plan of action with familiarity.				
4) RJE teachers will meet with their T-TESS appraiser to identify personal instructional goals.	Administrators	Identification of personal strengths and goals for personal development will be documented to provide a focus professional growth.				
5) Teacher will participate in protected planning and collaboration time with grade level or academic area on the creation and implementation of designing engaging lessons.	Team Leaders, Instructional Coach and Administrators	The creation of engaging lessons will be observed.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: EXCELLENCE: Reuben Johnson Elementary students will actively participate in learning experiences that are challenging, relevant, and engaging.

Performance Objective 3: RJE teachers will intervene with students based on their academic performance to enhance student learning.

Evaluation Data Source(s) 3: Students in need of targeted interventions/tutoring have documentation of progress monitoring.

Summative Evaluation 3:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Response to Intervention (RtI) tiered instructional practices will be documented by teachers and shared/reviewed in RtI committee meetings.	Teachers and RtI Team	Students in need of targeted interventions have documentation of progress monitoring.				
2) Professional development opportunities will align with student needs and personal goals for teachers, related to instructional growth.	Teachers and Administrators	T-TESS evaluations will reflect growth in professional goals of individual teachers.				
3) A substitute will be provided to classroom teachers on a rotation schedule to allow small group instruction to take place on targeted objectives; this intense, targeted tutoring provided by the classroom teacher will occur during the school day.	Teachers and Administrators	A tutoring log is used to document instructional focus and student response to intervention.				
4) During the summer break, all RJE students will have access to a skills program with a publicized incentive.	MRS	Students maintain end of year instructional level as evidenced by beginning of the year assessments.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: EXCELLENCE: Reuben Johnson Elementary students will actively participate in learning experiences that are challenging, relevant, and engaging.

Performance Objective 4: RJE staff will ensure that students served through special education will be provided with instructional programs that are delivered in the least restrictive environment which will enhance student learning.

Evaluation Data Source(s) 4: Collaboration during ARD meetings and implementation of IEPs will be evident.

Summative Evaluation 4:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Review special education enrollment data to monitor appropriate placement and delivery of services.	Administrators, general education teachers, and special education teachers	Data will show that instructional programs for students served in special education will be delivered in the least restrictive environment.				
2) RJE SpEd teachers will collaborate with one another and general education teachers to support students.	Special Education teachers, Instructional Coach and Administrators	All students will have the opportunity to be successful.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: EXCELLENCE: Reuben Johnson Elementary students will actively participate in learning experiences that are challenging, relevant, and engaging.

Performance Objective 5: RJE students receiving ESL support will increase their level of English Language Proficiency by at least one proficiency level which will enhance student learning.

Evaluation Data Source(s) 5: Results from end of the year TELPAS assessment will show a gain of at least one proficiency level.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will utilize multiple measures of data collected during the school year to plan for small group instruction and individual student interventions.	ESL Teachers and Assistant Principal	Results from EOY TELPAS assessment will show a gain of at least one proficiency level.				
2) All RJE teachers will receive an ESL update regarding critical components of ESL instruction.	Administrators	Implementation of strategies presented during the training session.				
3) Implementation of English Language Proficiency Standards (ELPS). will be integrated in all four content areas so that language acquisition can improve in areas of listening, speaking, reading and writing.	Teachers of ELL students, LPAC coordinator	Results from EOY TELPAS assessment.				
4) Administrators will conduct semi-annual walkthroughs utilizing MISD ESL look-for documents.	Administrators	Administrators will observe alignment of ESL instructional practices among all classrooms.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: EXCELLENCE: Reuben Johnson Elementary students will actively participate in learning experiences that are challenging, relevant, and engaging.

Performance Objective 6: RJE students will increase their level of physical fitness while emphasizing personal fitness goals.

Evaluation Data Source(s) 6: Evidence of increased physical fitness will be recorded in Fitnessgram and Nutrigram for 3rd - 5th graders.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will participate in a "Bike and Scooter Rodeo" as a culminating activity following the bicycle safety unit.	PE Staff	Application of safety procedures will be observed during and following the Bike and Scooter Rodeo.				
2) Students will participate in Boosterthon. PTA will host this event to raise funds. An emphasis will be placed on pacing and endurance while focusing on goal setting.	PE Staff and PTA	Students will participate in the PTA Boosterthon and will meet goals they have set for themselves.				
3) RJE students will participate in Field Day events emphasizing skills such as: teamwork, balance, stamina, strength, accuracy, etc.	PE Staff	Students will participate successfully in the school's Field Day.				
4) RJE students will have an opportunity to participate in a school dance following a unit on dance.	Specials Team (Art, Music, and PE teachers)	Increase coordination.				
5) RJE students and staff will have opportunities to participate in frequent GoNoodle brain breaks.	Counselor, SHAC committee, classroom teachers	Observation of participation.				
6) RJE students will be provided with information about a variety of fitness events that will occur outside of the normal school day, such as: Crape Myrtle Fun Run and other local fitness events.	PE Teacher	Information about these events will be shared in the weekly RJE News newsletter.				
7) RJE PE staff will use healthteacher.com for lessons in health and safety.	PE coach and nurse	Health and safety lessons will be included in PE teacher lesson plans.				
8) Students will participate in Hoops for Heart to raise awareness for healthy lifestyles. An emphasis will be placed on pacing and endurance while focusing on goal setting.	PE Staff	Students will participate in and will meet goals they have set for themselves.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: EXCELLENCE: Reuben Johnson Elementary students will actively participate in learning experiences that are challenging, relevant, and engaging.

Performance Objective 7: RJE students who meet criteria for At-Risk status, according to state law, will be monitored carefully and have an accommodation plan in place per students' individual needs.

Evaluation Data Source(s) 7: Students meeting At-Risk criteria will be monitored and the accommodation plan will be reviewed/updated at least bi-annually.

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) At-Risk students will have an accommodation plan on file and teachers will monitor individual student progress.	Teachers and At-Risk Coordinator	At-Risk students will make progress toward individual goals.	✓	✓	✓	
2) Students who are considered as being At-Risk due to previous STAAR failure(s) will be carefully monitored and supported with the implementation of the accelerated instruction or accommodation plan.	Teachers and Administrators	Students who were previously unsuccessful on STAAR will make progress toward the goal of satisfactory performance.	✓	✓	✓	

Goal 1: EXCELLENCE: Reuben Johnson Elementary students will actively participate in learning experiences that are challenging, relevant, and engaging.

Performance Objective 8: RJE will maintain certification as a Level I High Reliability School.

Evaluation Data Source(s) 8: Marzano associates review RJE practices aligned with a safe and collaborative culture.

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Members of RJE's SHAC committee will promote healthy school initiatives that will focus on students, staff and the RJE community.	SHAC committee	Healthy school initiatives will be promoted				
2) Members of RJE's SHAC/Safety Action Team will perform monthly safety inspections that align with MISD's campus safety audit.	RJE's SHAC/Safety Action Team	Safety procedures will be reviewed frequently.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						










Goal 2: RELATIONSHIPS & INTEGRITY: Reuben Johnson Elementary staff will provide a safe learning environment where staff, students, and visitors will feel valued, feel physically and emotionally safe and communication will be open among all groups.

Performance Objective 1: RJE staff will maintain a focus on kindness, anti-bullying, and leadership opportunities for students to enhance student learning.

Evaluation Data Source(s) 1: Specialized training for the staff will be conducted. Visual displays will be maintained. Assemblies that focus on anti-bullying will be held.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) School counselor will conduct and/or provide monthly guidance lessons for each grade level.	Counselor	Positive peer relationships observed by staff and parents.				
2) All RJE staff members will complete the online Bullying Prevention Compliance Training facilitated through Region 10.	Administrators	Certificate of course completion that indicates that staff has been trained to identify and respond to bullying behaviors.				
3) RJE 4th and 5th grade students will have the opportunity to participate in Student Council. Student Council members will receive training in leadership, will meet monthly, and will collaborate with RJE's PTA on philanthropic activities.	4th and 5th grade Student Council sponsors	Leadership capacity will be built through participation in Student Council.				
4) Jaguar Students of the Month will be selected based on the Character Counts traits and will be recognized at a reception by invitation only. Students will receive a ribbon and certificate. Parents/guardians will be invited to attend the reception.	Classroom teacher	Students will feel valued when they are recognized at Jaguar of the Month reception.				
5) Weekly, students will have an opportunity to redeem Jaguar Cash at the ROAR store.	Teachers, Administrators	Students will see value of determination, good character and positively contributing to the school environment.				
6) Each month, 5th grade students will have an opportunity to serve in a leadership role to support peers and/or younger students, teachers, and various staff members.	5th grade teachers	Students will log leadership hours during these opportunities and will develop leadership skills to positively enhance our school culture.				

7) RJE students will have an opportunity to be nominated by their teacher to receive recognition from campus administrators for reaching a goal, making progress, or displaying good character. They will have an opportunity to come to the office to receive a ribbon and visit the Treasure Tower.	Administrators	Students will be recognized for striving to reach their potential. Students will feel valued for their efforts.				
8) Jaguar Team Time assemblies will be held 3 times per year with a focus on recognizing acts of kindness, celebrating student achievement and various campus accomplishments.	Admin	Improve campus culture and increase student recognition.				
9) A 'Kindness Crew' will be developed at RJE. Third, fourth and fifth grade students can apply to join this student group. Campus guidance counselor will oversee the activities of the group.	Guidance Counselor & Administrators	Increase student leadership opportunities and campus focus on kindness.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: RELATIONSHIPS & INTEGRITY: Reuben Johnson Elementary staff will provide a safe learning environment where staff, students, and visitors will feel valued, feel physically and emotionally safe and communication will be open among all groups.

Performance Objective 2: Parents and staff will receive timely and accurate communication to enhance learning for all students.

Evaluation Data Source(s) 2: Parents and staff surveys will indicate adequate or higher communication from the school.

Summative Evaluation 2:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A weekly electronic newsletter (RJE News) will be sent to all staff and RJE families.	Secretary and Administrators	Parent surveys will indicate having received "adequate or higher" communication from the school. Parent involvement will increase.	✓	✓	✓	
2) The RJE webmaster or secretary will maintain an up-to-date web page to provide information about the school.	Webmaster or Secretary	Parents and staff surveys will indicate adequate or higher communication from the school. Parent involvement will increase.				
3) The School Messenger phone call out system will be utilized to keep parents apprised of important information and upcoming events.	Secretary, Administrators, and Receptionist	Parent surveys will indicate adequate or higher communication from the school. Parent involvement will increase.	✓	✓	✓	
4) RJE staff members will receive a weekly newsletter (Jaguar Journal) from the campus administration that focuses on important information about the coming week.	Principal	Staff surveys will indicate adequate or higher communication from the school.	✓	✓	✓	
5) RJE will maintain a Facebook page and Twitter account to share announcements, pictures, and/or stories related to current events on our campus.	MRS and Administrators	Increased positive perception of RJE community.				
6) Teachers will send a weekly email to parents to communicate learning objectives and upcoming events.	Classroom teachers and Administrators	Parent survey will indicate that they feel informed by classroom teachers.				
7) Curriculum information, including student outcomes, will be compiled by teachers to send home quarterly.	Teachers	On annual survey, parents will report greater satisfaction with the current grading practices using standards based report cards.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: RELATIONSHIPS & INTEGRITY: Reuben Johnson Elementary staff will provide a safe learning environment where staff, students, and visitors will feel valued, feel physically and emotionally safe and communication will be open among all groups.

Performance Objective 3: RJE staff will be given the opportunity to give input about campus decisions whenever possible. Minutes from Team Leader meetings will be created and shared with the entire staff.

Evaluation Data Source(s) 3: HRS survey will indicate that staff members understand how their input was utilized to make decisions.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Team Leaders will meet bi-weekly to discuss plans for moving RJE forward with our goals and share feedback from their teammates regarding campus events and plans.	Team Leaders and Administrators	HRS survey will indicate that staff members understand how their input was utilized to make decisions.	✓	✓	✓	
2) Campus Improvement Plan will serve as a living document that details campus plan of action. Quarterly reviews will be conducted to monitor progress toward goals.	CIP team and staff	Through planning and collaboration, the CIP will guide the campus toward achievement of set goals.				
						

Goal 2: RELATIONSHIPS & INTEGRITY: Reuben Johnson Elementary staff will provide a safe learning environment where staff, students, and visitors will feel valued, feel physically and emotionally safe and communication will be open among all groups.

Performance Objective 4: Electronic tools (Google docs, etc.) will be used to collect teachers' opinions regarding specific decisions.

Evaluation Data Source(s) 4: Link to anonymous feedback opportunity is included in the weekly staff newsletter.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will be given the opportunity to share feedback and ideas in a variety of ways including anonymous feedback via electronic data capturing.	Administrators	HRS survey will indicate that staff members were given the opportunity to share their opinions electronically				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: RELATIONSHIPS & INTEGRITY: Reuben Johnson Elementary staff will provide a safe learning environment where staff, students, and visitors will feel valued, feel physically and emotionally safe and communication will be open among all groups.

Performance Objective 5: In an effort to further develop creative and academic interests, after school clubs will be available to RJE students.

Evaluation Data Source(s) 5: Participation and feedback about experiences in clubs.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Adventures in Science will be held on Wednesday afternoons at RJE.	Administration	Opportunity for students to explore scientific interests.	✓	✓	✓	
2) iCode will be held on Thursday afternoons at RJE.	Administration	Opportunity for students to explore technology interests.	✗			
3) Drama Kids will be held on Tuesday afternoons at RJE.	Administration	Opportunity for students to explore creative interests.	✓	✓	✓	

Goal 2: RELATIONSHIPS & INTEGRITY: Reuben Johnson Elementary staff will provide a safe learning environment where staff, students, and visitors will feel valued, feel physically and emotionally safe and communication will be open among all groups.

Performance Objective 6: RJE will focus on social emotional learning to enhance each child's elementary experience.

Evaluation Data Source(s) 6: Students will increase positive social interactions and understand how to handle peer conflicts.

Summative Evaluation 6:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Each day from 8:10-8:30am all instructional classes will be engaged in community circle time where restorative practices are used to develop the social emotional learning of all students.	Teachers and Administrators	Increase in positive social interactions.	✓	✓	✓	

Goal 2: RELATIONSHIPS & INTEGRITY: Reuben Johnson Elementary staff will provide a safe learning environment where staff, students, and visitors will feel valued, feel physically and emotionally safe and communication will be open among all groups.

Performance Objective 7: RJE is seeking a High Reliability School Level II certification. Level II focuses on effective instruction in every classroom.

Evaluation Data Source(s) 7: RJE is collecting data to support this goal. Marzano associates will evaluate our progress.

Summative Evaluation 7:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) RJE staff are familiar with the MISD Model of Instruction and have it posted in their learning area.	Teachers, Administration and Instructional Coach	Increase in research based best practices in all classrooms.	✓	✓	✓	
2) MISD Model of Instruction will serve a foundation for instructional walkthroughs and feedback loops.	Administrators and Instructional Coach	Increase in research based best practices in all classrooms.	✓	✓	✓	
3) RJE administrators will each complete, on average, ten instructional walkthroughs per week with a focus on the MISD Model of Instruction. The observations will be summarized in a graph and included in the weekly staff newsletter.	Administrators	Increase in research based best practices in all classrooms.				
						

Goal 2: RELATIONSHIPS & INTEGRITY: Reuben Johnson Elementary staff will provide a safe learning environment where staff, students, and visitors will feel valued, feel physically and emotionally safe and communication will be open among all groups.

Performance Objective 8: RJE staff and students will enjoy a safe and collaborative school culture.

Evaluation Data Source(s) 8: Feedback and campus discipline referrals will be reviewed quarterly.

Summative Evaluation 8:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) RJE's Action Teams will meet regularly to promote and safe and collaborative culture. Action Teams: HRS, SHAC/Safety, Sunshine/Culture, SEL/Behavior/Discipline, Kindness/National School of Character, Technology/Tech Implementation	Action Team manager and Administration	Collaborative approach to continuous improvement.				
2) Members of RJE SHAC/Safety Action team will complete monthly safety inspections that align with MISD's safety audit.	SHAC manager	Safe school environment.				
3) Discipline management will be conducted using positive behavior supports and expectations for behavior will be taught explicitly using PBIS aligned strategies: ROAR: Respect Yourself and Others, Own Your Actions, Achieve Your Goals, Ready to Learn.	Teachers and Administrators	Common vocabulary and behavior expectations across all grade levels.				
4) RJE received certification as a High Reliability School - Level 1, Safe and Collaborative Culture. Marzano High Reliability Schools™ framework. This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high reliability school—where all students learn the content and skills they need for success in college, careers, and beyond.	HRS Action Team and Administrators	Safe and collaborative campus culture.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: EXCELLENCE: Reuben Johnson Elementary students will improve overall attendance percentages to positively impact the school's attendance rate and the completion rate for MISD.

Performance Objective 1: Reuben Johnson Elementary students will achieve an attendance rate of 97.5% or higher to enhance student learning.

Evaluation Data Source(s) 1: Attendance rates will improve.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PEIMS secretary, teachers and administrators will monitor attendance data weekly to identify areas of strengths and concern.	PEIMS secretary and Administrators	Attendance rates will increase.				
2) MISD policies will be followed in order to address concerns about attendance, truancy, and/or tardies. Warning letters will be sent home as per policy and Attendance Committee meetings will be held as needed.	PEIMS Secretary and Administrators	Decrease in truancy issues, unexcused absences and tardies; and increase the overall attendance rate for RJE.				
3) Students who earn perfect attendance for each semester of the school year will have their name entered in a drawing for a bicycle to be awarded during end of semester Jagapalooza.	Administrators	Increased attendance rates.				
4) Teacher will meet with students/parents who have been identified as having attendance concerns. They will collaborate with the students to develop goals for improving attendance and create a tool for monitoring progress toward that goal.	Teachers	Increased attendance rates.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Budget for Johnson Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6117.01.112.24.000.11	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,344.00
	6100 Subtotal:	\$1,344.00

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Michelle Baumann	
Administrator	Rachel Corbin	

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Sarah Kile	Kinder Team Leader
Classroom Teacher	Kristine McGuire	1st grade Team Leader
Classroom Teacher	Elisabeth Mears	2nd grade Team Leader