

Johnson Elementary School  
Title I Plan  
For FY19  
for  
Board Approval - June 26, 2018

## Maud E. Johnson Elementary School Wide Plan

### Comprehensive Needs Assessment

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>2016-2017 PARCC, 2018-2019 MAP, Demographics from IIRC, 5 Essentials Survey for teachers and parent, RPS Teachers Staff Engagement Survey, RPS Discipline Report, Professional Development Plan and Attendance Rate Report, School Title 1 Compact, Special Education and 504 Plan data, School-Wide SMART Goals in Literacy and Numeracy.</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<p><i>Total students: 485</i>  <i>Breakdown:</i>  <i>White – 48.9%</i>  <i>Black – 16.5%</i>  <i>Hispanic – 20.8%</i>  <i>Asian – 2.1%</i>  <i>Two or more races – 11.3%</i>  <i>Low income: 47%</i>  <i>Students with IEPs - 16%</i>  <i>English Language Learners: 8%</i>  <i>Homeless Population: 3%</i>  <i>Student Mobility: 11%</i>  <i>Attendance rate: 94% (5% chronically truant)</i></p> <p>In an analysis of data, our team saw that our strengths are due to the following:            1. Teachers have experience working with students who are economically disadvantaged.            2. Teachers work to engage families in their child's education through events, apps, calls, etc.</p>	<p>In an analysis of data, our team saw that our we need to do the following to support the growth of our students:</p> <ol style="list-style-type: none"> <li>1. Increase parent support for reading at home. Provide strategies and materials that parents can use.</li> <li>2. Provide supports for parents in order to increase attendance rates and reduce our chronic truancy rate.</li> <li>3. Provide materials and necessities for students who are deemed homeless.</li> <li>4. Provide research-based professional development on a consistent basis in supporting students who are economically disadvantaged.</li> <li>5. Continuing implementation of identifying and supporting students who are academically and socially emotionally at need for supplemental supports in order to show success in the classrooms.</li> </ol>	<p><b>Title 1 funding can be used for the following:</b></p> <ol style="list-style-type: none"> <li>1. Provide ongoing Professional Development.</li> <li>2. Purchase additional books for classroom libraries for use in the classroom and at home.</li> <li>3. Purchase materials for our students who are deemed homeless to support academic success in the school and home setting.</li> <li>4. Provide opportunities for parents to participate in and learn about the curriculum with their children including, but not limited to the purchase of books, paper, school supplies to support families.</li> </ol>

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	3. Our school has a full-time English as a Second Language teacher to support students who are not fluent English speakers. 4. Our school utilizes translators to support and encourage communication with families.																																			
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<b>Student Achievement</b>	<b>Meets &amp; Exceeds 2017 PARCC:</b> <table><tr><td></td><td>Reading</td><td>Math</td></tr><tr><td>All–</td><td>30%</td><td>25%</td></tr><tr><td>White -</td><td>30%</td><td>28%</td></tr><tr><td>Black -</td><td>24%</td><td>12%</td></tr><tr><td>Hispanic -</td><td>27%</td><td>16%</td></tr><tr><td>2 or More -</td><td>43%</td><td>43%</td></tr><tr><td>Low Income -</td><td>23%</td><td>21%</td></tr><tr><td>LEP -</td><td>13%</td><td>7%</td></tr><tr><td>IEP -</td><td>0%</td><td>0%</td></tr></table> <b>2016-2017 MAP-Projected Growth for Reading:</b> <table><tr><td></td><td>Reading</td><td>Math</td></tr><tr><td></td><td>42%</td><td>49%%</td></tr></table> <p>In an analysis of data, our team saw that our strengths are due to the following:</p> <p>1. Incorporated the use of an assessment that adjusts based upon student responses to determine specific learning needs.</p>		Reading	Math	All–	30%	25%	White -	30%	28%	Black -	24%	12%	Hispanic -	27%	16%	2 or More -	43%	43%	Low Income -	23%	21%	LEP -	13%	7%	IEP -	0%	0%		Reading	Math		42%	49%%	<p>In an analysis of data, our team saw that our we need to do the following to support the growth of our students:</p> <p>1. Streamlined learning continuums across grade levels with CCSS in order to progress students based upon their content mastery.</p> <p>2. Grade level and vertical PLCs to meet discussing school wide strategies through our upcoming SMART Goals in literacy and numeracy.</p> <p>3. Increased coaching and professional development surrounding student goal-setting, personalized learning, learner profiles, and learning pathways.</p> <p>4. Providing opportunities for teachers to learn from each other through supporting time from their classrooms in order to observe teachers in our school.</p>	<b>Title 1 funding can be used for the following:</b> <p>1. Providing substitutes throughout the school day to support increased PLC time with teachers, principal, and instructional specialists.</p> <p>2. Professional development, coaching, and site visits for Personalized Learning implementation with the Institute for Personalized Learning.</p> <p>3. Platforms, such as Epiphany, SeeSaw, or other similar learner profile programs that will support learner pathways and teacher and student</p>
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	<p>2. Utilized the learning continuum through our incremental assessment to determine student strengths and needs, analyzed student data, and planned for strategy implementation through the SMART process.</p> <p>3. Determined the GAN (Greatest Area of Need) for students in our school and aligned strategies in order to support these GANs.</p> <p>4. Reading PARCC data has shown a progression from the prior year.</p> <p>5. MAP data has increased from the fall to spring assessment window, increasing the percentage of students meeting or exceeding growth goals.</p>	<p>5. Materials and books that will support paired texts, close reading, and good fit books within the classrooms.</p>	<p>recording of evidence and progress toward goals.</p> <p>4. Purchase high interest level books in the library, and web-based/print materials such as RazKids or RazKids Plus, Newsela, Mystery Science, Fountas and Pinnell, Zaner-Blozer, Mondo, Ohio Keep Books, Reflex, Classroomk12, Study.com, Time for Kids, Scholastic News, Science A-Z, Flocabulary, and National Geographic Books.</p> <p>5. Materials that will be needed for small group socio/emotional instruction, books and paper.</p> <p>6. Tutors and Academic Achievement Specialist to supplement the learning within and outside the classroom through learning goals identified by the teachers - professional development for these staff as well.</p> <p>7. Stipends for collaborative planning.</p> <p>8. Coaching and planning opportunities with the Institute for Personalized Learning, Reading Horizons, and NWEA MAP.</p>
<b>Data Sources Reviewed:</b>			

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<ul style="list-style-type: none"><li>2016-2017 PARCC, 2018-2019 MAP, Demographics from IIRC, 5 Essentials Survey for teachers and parent, RPS Teachers Staff Engagement Survey, RPS Discipline Report, Professional Development Plan and Attendance Rate Report, School Title 1 Compact, Special Education and 504 Plan data, School-Wide SMART Goals in Literacy and Numeracy.</li></ul>																			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?																
School Culture and Climate	<p><b>5 Essentials Data</b></p> <ul style="list-style-type: none"><li>Effective Leaders<ul style="list-style-type: none"><li>Average Implementation</li></ul></li><li>Collaborative Teachers<ul style="list-style-type: none"><li>Average Implementation</li></ul></li><li>Involved Families<ul style="list-style-type: none"><li>Average Implementation</li></ul></li></ul> <p>This data shows our team that staff feel we are making average progress toward school improvement in most areas and that the largest area of need for our school is in family involvement. In order to support these areas and increase our impact, staff will increase opportunities for parents to become involved in the school environment and academic programs.</p> <p><b>Johnson Staff Engagement Survey % Agree/Strongly Agree</b></p> <table><tr><td>Overall Engagement:</td><td>81%</td></tr><tr><td>Principal Leadership:</td><td>95%</td></tr><tr><td>Effective Communication:</td><td>90%</td></tr><tr><td>Feedback and Recognition:</td><td>74%</td></tr><tr><td>Work Environment:</td><td>80%</td></tr><tr><td>Career Growth/Training:</td><td>73%</td></tr></table> <p>This data supports the fact that staff are generally happy in their working environment</p>	Overall Engagement:	81%	Principal Leadership:	95%	Effective Communication:	90%	Feedback and Recognition:	74%	Work Environment:	80%	Career Growth/Training:	73%	<p><b>Johnson Staff Engagement Survey Focus % Agree/Strongly Agree</b></p> <table><tr><td>Career Growth/Training:</td><td>73%</td></tr><tr><td>Feedback and Recognition:</td><td>74%</td></tr></table> <p>This data shows that staff would like additional opportunities for decision-making and professional development, as well as praise. During the year, we worked to incorporate additional recognitions and thank you cards to all staff. Due to this, data, our needs are as follows:</p> <ol style="list-style-type: none"><li>Respond to low parent involvement through our 5 Essentials Survey.</li><li>Increase value of PLCs for ALL staff, including specialists and special education teachers through engaging them in work that supports their daily encounters with students.</li><li>Establish and maintain a positive, trusting culture as well as an interactive environment amongst all staff.</li><li>Behavior Interventionist to continue supporting students to intervene, keep them in the classroom, and assist teachers in maintaining student contact hours to increase academic progress.</li></ol>	Career Growth/Training:	73%	Feedback and Recognition:	74%	<p><b>Title 1 funding can be used for the following:</b></p> <ol style="list-style-type: none"><li>Increase opportunities for parents to become involved in school events and curriculum through family nights, curriculum events, and instructional materials that can be sent home with students.</li><li>Provide professional development opportunities on short-cycle PLC goals and increase professional development for special education staff.</li><li>Provide substitutes for staff who wish to observe others in the PDSA (Plan, Do, Study, Act) Cycles in addition to site visits and outside PD.</li><li>Support our Leadership Team with professional readings to support school climate and culture as well as opportunities to share with other schools through</li></ol>
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	<p>and that they feel positive about the culture in our building. The principal has worked with teacher teams to increase visibility, trust, and collaboration to support the needs of the staff and students in the school.</p> <p><b>School Climate Dashboard</b></p> <table><tr><td></td><td>FY17</td><td>FY18</td></tr><tr><td>Referrals/Day</td><td>2.37</td><td>1.44</td></tr><tr><td>Tier4/Day</td><td>0.06</td><td>0.00</td></tr><tr><td>Tier3/Day</td><td>0.12</td><td>0.05</td></tr><tr><td>Tier2/Day</td><td>0.21</td><td>0.47</td></tr><tr><td>Tier1/Day</td><td>0.50</td><td>0.81</td></tr></table> <p>High Behaviors      Disob.      Disresp.</p> <p><b>200+ Interventions rather than Referrals in FY17</b></p> <p>This data reveals that we increased the average amount of referrals per day, and that we decreased the amount of Level 3 behaviors. Students and teachers were positively supported by the Behavior Intervention Specialist in 2017; however, we did not have a Behavior Interventionist in FY18 and saw a heightened amount of referrals in March, April, and May especially.</p>		FY17	FY18	Referrals/Day	2.37	1.44	Tier4/Day	0.06	0.00	Tier3/Day	0.12	0.05	Tier2/Day	0.21	0.47	Tier1/Day	0.50	0.81		<p>work-release subs during the day.</p> <p>5. Provide behavior interventions through support staff and professional development.</p> <p>6. Continue implementation of the Code of Conduct and provide PD for teachers on practices to support students within the classroom, such as Trauma-Informed Instruction and restorative practices</p>
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<b>Staff Quality/ Professional Development</b>	<p>In an analysis of Illinois State Report Card and RPS 205 employment data, our team saw that our strengths are due to the following:</p> <ol style="list-style-type: none"><li>1. 100% of staff is Highly Qualified</li><li>2. 37.4% of teachers hold a Bachelor's Degree</li><li>3. 62% of teachers hold a Master's Degree or higher</li><li>4. Our school has a 92.9% retention rate for our teachers</li><li>5. 86.6% of our teachers have missed 10 or fewer days in a school year</li><li>6. Our school has had only 2 principals in the last 10 years</li><li>7. Principal and staff (Leadership Team) work closely to determine PD needs for our school and implement opportunities for professional growth</li><li>8. Over 80% of grade level teachers are seeking PD in Personalized Learning</li><li>9. Most teachers have had introductory PD in PDSA - short cycle goals</li></ol>	<p>In an analysis of Illinois State Report Card data, our team saw that our we need to do the following to support the growth of our students:</p> <ol style="list-style-type: none"><li>1. Only 17% of our teachers are participating in an ESL certification program - our school needs increased PD to support students who speak English as a Second Language</li><li>2. Teachers need ongoing coaching and PD to support implementation of personalized learning</li><li>3. Staff need in-depth training for PDSA short-cycle goals to implement cycles in the coming year</li></ol> <p>Please check all topics that you would love to learn more about, share strategies, and discuss throughout our school year (if a topic of interest is not listed - there is an option to list additional topics).</p> <p>8 responses</p> <table><tr><th>Topic</th><th>Count</th><th>Percentage</th></tr><tr><td>Student Goal...</td><td>4</td><td>50%</td></tr><tr><td>Data Binders</td><td>2</td><td>25%</td></tr><tr><td>PDSA - short-c...</td><td>5</td><td>62.5%</td></tr><tr><td>Google Platfor...</td><td>5</td><td>62.5%</td></tr><tr><td>Standards for...</td><td>1</td><td>12.5%</td></tr><tr><td>Academic Voc...</td><td>2</td><td>25%</td></tr><tr><td>Students with...</td><td>1</td><td>12.5%</td></tr><tr><td>MAP</td><td>0</td><td>0%</td></tr><tr><td>Student-Led C...</td><td>1</td><td>12.5%</td></tr><tr><td>Student Engag...</td><td>2</td><td>25%</td></tr><tr><td>Daily 5</td><td>0</td><td>0%</td></tr><tr><td>Cafe</td><td>2</td><td>25%</td></tr><tr><td>Guided Math</td><td>4</td><td>50%</td></tr><tr><td>Strategy Grou...</td><td>2</td><td>25%</td></tr><tr><td>PDSA in Speci...</td><td>0</td><td>0%</td></tr><tr><td>Rtl</td><td>1</td><td>12.5%</td></tr><tr><td>Supporting ES...</td><td>2</td><td>25%</td></tr></table> <p>The above chart is a snapshot of the survey sent to staff with an interest inventory of professional development needs for our school. This is a small sampling, as we do</p>	Topic	Count	Percentage	Student Goal...	4	50%	Data Binders	2	25%	PDSA - short-c...	5	62.5%	Google Platfor...	5	62.5%	Standards for...	1	12.5%	Academic Voc...	2	25%	Students with...	1	12.5%	MAP	0	0%	Student-Led C...	1	12.5%	Student Engag...	2	25%	Daily 5	0	0%	Cafe	2	25%	Guided Math	4	50%	Strategy Grou...	2	25%	PDSA in Speci...	0	0%	Rtl	1	12.5%	Supporting ES...	2	25%	<p><b>Title 1 funding can be used for the following:</b></p> <ol style="list-style-type: none"><li>1. PD for supporting ESL students as offered through our district and/or local professional conferences</li><li>2. Coaching and professional development through the Institute for Personalized Learning as well as additional learner pathway opportunities.</li><li>3. Site visits for staff to confirm their practices and implement additional strategies.</li><li>4. Site visits, colleague observation with substitute support in the classrooms, and PD in the PDSA short-cycle goals.</li><li>5. Opportunities for staff to attend conferences and trainings in order to bring information</li></ol>
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		not yet have all of the responses. These ideas will be implemented into our professional development plan.	back to Johnson and share with colleagues. 6. Coaching and planning opportunities with the Institute for Personalized Learning, Reading Horizons, and NWEA MAP. 7. Principal and Assistant Principal to attend educational and leadership conferences in order to support staff learning and professional goals. 8. Professional books for staff book studies.
Data Sources Reviewed:			



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Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Curriculum, Instruction, and Assessment</b>	<p>In an analysis of academic data through MAP data, our team saw that our strengths are due to the following:</p> <ol style="list-style-type: none"> <li>1. District Math curriculum map was implemented this year.</li> <li>2. Literacy Framework has been introduced with teacher support in creation.</li> <li>3. Extensive professional development for Daily 5/Café, Guided Math and Personalized Learning. Emphasis on student goal setting.</li> <li>4. PLC work for data driven instructional planning both within and across grade-levels.</li> <li>5. Professional development through MAP to support understanding of reports, Learning Continuum, and implications for strategy groupings and student goal-setting.</li> <li>6. Monthly meetings with tutors and Academic Achievement Specialist to discuss student academic progress in relation to grade level requirements.</li> </ol>	<p>In an analysis of academic data through MAP and Supplemental Academic Support data, our team saw that our needs are due to the following:</p> <ol style="list-style-type: none"> <li>1. Continue the PD for Daily 5/Café, Guided Math, and Personalized Learning.</li> <li>2. Incorporate PD in the area of Number Sense and Vocabulary to support school wide SMART Goals in literacy and numeracy.</li> <li>3. Increased PD in the Standards for Mathematical Practice within and across grade levels.</li> <li>4. Utilization of the MAP Learning Continuum to create and plan for small group/individual instruction and conferencing to support the implementation of Personalized Learning.</li> <li>5. Use subs for classroom teachers to collaborate with tutors during progress monitoring meetings.</li> </ol>	<p><b>Title 1 funding can be used for the following:</b></p> <ol style="list-style-type: none"> <li>1. Professional development that will support differentiation and personalized learning: books, stipends for training and coaching and presenters.</li> <li>2. MAP training – enhance understanding for how to use reports for progress monitoring and instructional planning.</li> <li>3. Funding for substitute teachers to allow for 8 week progress monitoring meetings with support staff and classroom teachers.</li> <li>4. PD opportunities in literacy and numeracy best practices and strategies.</li> <li>5. Title 1 Tutors and Title 1 Teacher(s) to supplement classroom instruction for students below grade level</li> </ol>

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<b>Family and Community Involvement</b>	<p><u>5 Essentials Survey Results:</u> Teacher trust scores in the average implementation.</p> <p><u>Parent/Teacher Conference Data</u> Fall: 100%                      Spring: 100%</p> <p>In an analysis of data, our team saw that our strengths are due to the following:</p> <p><u>Family Involvement Opportunities:</u></p> <ul style="list-style-type: none"> <li>• Open House</li> <li>• Student-Led Conferences</li> <li>• Science Nights hosted through Discovery Center</li> <li>• 6 Music Programs</li> <li>• 5th Grade Recognition</li> <li>• IEP/504 Meetings</li> <li>• Field Day</li> <li>• Field Trips</li> <li>• PTO Meetings and Events</li> <li>• Room Parents</li> </ul> <p><u>Community Involvement:</u></p> <ul style="list-style-type: none"> <li>• OSL Church Volunteers (40+) for literacy and numeracy</li> <li>• Crossroads program after school</li> <li>• Partnership with feeder schools</li> </ul>	<p><u>5 Essentials Survey Results:</u> Parent Involvement scores in the less implementation category.</p> <p>In an analysis of data, our team saw that our needs are due to the following:</p> <ol style="list-style-type: none"> <li>1. Increase parent participation in school-based activities</li> <li>2. Increase community relationships and partnerships</li> <li>3. Build our social media platforms to share positive school information and accomplishments</li> <li>4. Consistently send newsletters and fliers digitally in order to inform parents and community</li> <li>5. Increase parent participation in PTO meetings and events</li> <li>6. Create a Parent University where parents can be instructed in current practices and strategies to support their children at home</li> </ol>	<p><b>Title 1 funding can be used for the following:</b></p> <ol style="list-style-type: none"> <li>1. Purchase high interest level books for reading at home.</li> <li>2. Purchase online resources for reading at home – RazKids or RazKids Plus, Newsela, Mystery Science, Fountas and Pinnell, Zaner-Blozer, Mondo, Ohio Keep Books, Reflex, Classroomk12, Study.com, Time for Kids, Scholastic News, Science A-Z, Flocabulary, Edgenuity, and National Geographic Books.</li> <li>3. Resources to inform parents how to support reading at home for Curriculum Night and Open House: paper, books, books for parents, food.</li> <li>4. Create a platform for parents to access academic information about best practice instructional strategies and supports</li> </ol>

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	<ul style="list-style-type: none"><li>• Eagle Scout project recipient - bike racks</li><li>• Facebook and Twitter pages for sharing information</li><li>• Donations from local businesses</li><li>• Athletic Teams</li><li>• 4<sup>th</sup> and 5<sup>th</sup> Grade Chorus</li><li>• Student Council</li></ul>		<p>5. Bridge our paid and volunteer tutors to supplement academic needs of students.</p> <p>6. Supplies for Fun Fair and Filed Day.</p> <p>7. Student Involvement supplies: card stock for awards, medals, trophies.</p> <p>8. Staff paid to attend a Kindergarten screening and introductory instruction during registration to support the development of class lists and provide students and families an opportunity to meet teachers and receive supplemental books and school supplies prior to the start of school</p>
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- 2016-2017 PARCC, 2018-2019 MAP, Demographics from IIRC, 5 Essentials Survey for teachers and parent, RPS Teachers Staff Engagement Survey, RPS Discipline Report, Professional Development Plan and Attendance Rate Report, School Title 1 Compact, Special Education and 504 Plan data, School-Wide SMART Goals in Literacy and Numeracy.

## Maud E. Johnson Elementary School Wide Plan

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>School Context and Organization</b>	<p>In an analysis of school and district climate and 5 Essentials data, our team saw that our strengths are due to the following:</p> <ol style="list-style-type: none"> <li>1. Utilization of PLCs and instructional teams</li> <li>2. Committee offerings to support staff leadership roles within the school (Committees determined BY teachers at a summer data retreat) <ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Building Committee</li> <li>• College and Career Committee (Wax Museum)</li> <li>• PBIS Committee</li> <li>• Crisis Committee</li> <li>• PTO Committee</li> <li>• Curriculum Committee</li> <li>• Fun Fair Committee</li> <li>• Banquet Committee</li> <li>• Field Day Committee</li> </ul> </li> <li>3. Incoming Mentor Teacher for the next school year to mentor non-tenured staff</li> <li>4. Incoming Instructional Coach to mentor teachers in best-practice instructional strategy use and implementation</li> <li>5. PD for teachers interested in Personalized Learning, learner pathways, learning continuums, and student goal-setting.</li> <li>6. Staff involved in morning and afternoon supervision of students</li> </ol>	<p>In an analysis of climate and 5 Essentials data, our team saw that our strengths are due to the following:</p> <ol style="list-style-type: none"> <li>1. Encourage shared roles in various committees to allow for staff to participate in a variety of leadership roles</li> <li>2. Increase parent and staff participation at PTO meetings</li> <li>3. Provide professional development aligned with instructional practices for Mentor and Instructional Coach</li> <li>4. Increase participation in implementation of Personalized Learning and student-goal setting</li> <li>5. Increase administration understanding of professional development trends, innovation, and supporting the leadership of building needs through academics, climate, and culture. Including utilization of 1:1 technology and implications of use.</li> </ol>	<p><b>Title 1 funding can be used for the following:</b></p> <ol style="list-style-type: none"> <li>1. Stipends for participation in committees requiring significant planning and time outside of teacher contractual day, or subs to allow for planning within the instructional day.</li> <li>2. Purchase of materials to increase parent support of our PTO, paper, folders, posters, etc.</li> <li>3. PD aligned to SMART Goals and teacher areas of need</li> <li>4. Subs for teachers to observe other classrooms in mentoring/coaching opportunities for job-embedded professional development.</li> <li>5. Monies to attend conferences (including travel costs) to support our identified needs.</li> </ol>
<b>Data Sources Reviewed:</b>			

## Maud E. Johnson Elementary School Wide Plan

- 2016-2017 PARCC, 2018-2019 MAP, Demographics from IIRC, 5 Essentials Survey for teachers and parent, RPS Teachers Staff Engagement Survey, RPS Discipline Report, Professional Development Plan and Attendance Rate Report, School Title 1 Compact, Special Education and 504 Plan data, School-Wide SMART Goals in Literacy and Numeracy.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Technology</b>	<p>In an analysis of technological data in that our school has one device for every student, our team saw that our strengths are due to the following:</p> <ol style="list-style-type: none"> <li>1. Utilize advanced technology to engage students in the learning process and in STEM activities</li> <li>2. Opportunities for individual student use of technological devices within a blended classroom across content</li> <li>3. SMART Boards and ELMOs in every classroom</li> <li>4. Incorporation of Google Classroom, web-based academic supports, and various formative assessment portals</li> <li>5. Site-based technology support staff</li> <li>6. In school app research and requests</li> <li>7. App-based communication with parents (Remind, Classroom Dojo, Blooms, etc.)</li> </ol>	<p>In an analysis of technological data in that our school has one device for every 2-3 students, our team saw that our needs are due to the following:</p> <ol style="list-style-type: none"> <li>1. Explore innovative technology and technological uses to embed technological uses into the daily practices of students and teachers</li> <li>2. PD surrounding technology use in the classroom and at home</li> <li>3. Working technology (errors fixed ASAP to support needs of students)</li> <li>4. Website access to unblocked sites</li> <li>5. Student chrome book monitoring software so students can be monitored during work time (at times when students are working independently) to increase engagement and monitor student progress.</li> </ol>	<p><b>Title 1 funding can be used for the following:</b></p> <ol style="list-style-type: none"> <li>1. Maintaining a 1:1 learning environment where there is a device for every student on site</li> <li>2. PD for teachers to support the use of technology for instruction, formative assessments, learner profiles, student evidence tracking/submission, parent information/support, etc.</li> <li>3. Access to various sites such as RazKids or RazKids Plus, Newsela, Mystery Science, Fountas and Pinnell, Zaner-Blozer, Mondo, Ohio Keep Books, Reflex, Classroomk12, Study.com, Time for Kids, Scholastic News, Science A-Z, Flocabulary, Edgenuity, and National Geographic Books.</li> <li>4. Chromebooks and iPads to support 1:1 implementation,</li> </ol>

## Maud E. Johnson Elementary School Wide Plan

			headphones, covers for devices, technology carts to store devices, keyboards for iPads we possess 5. Chrome book monitoring software
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### Components and Prompts to Meet ESEA, as Amended by ESSA

Topic	Current Practices/Initiatives	Ways to Continuously Improve
Special/Support Programs Offered	<ul style="list-style-type: none"> <li>• Special Education Resource Services (Personal and Individualized Learning for Students with IEPs), can be delivered in a push-in or pull-out format.</li> <li>• Speech and Language Services (Support for students with an IEP) Can be delivered in a push-in or pull-out format.</li> <li>• Occupational Therapy (Support for students with an IEP/504)</li> <li>• Physical Therapy (Support for students with an IEP/504)</li> <li>• Social Worker</li> <li>• Y-Care (Kids' Time): homework support, team building, and social/emotional relationships</li> <li>• Second Step- social skills program/ teaches problem solving and facilitating positive peer relationships</li> <li>• Student Council: Junior Rotary program, community awareness and involvement</li> <li>• RTI/MTSS-Supplemental academic support program for students struggling to maintain grade level academics</li> <li>• OSL - Community partnership providing tutoring with over 40 tutors each week</li> <li>• Title 1 Tutors: Tier 2 and 3 academic support for reading and math</li> </ul>	<ul style="list-style-type: none"> <li>• Title 1 monies will assist us in providing materials and locations suitable for instruction and supports in the areas listed to the left. Monies will be used to purchase materials, professional development, stipends, and substitute days for teachers in these areas, however, not limited to this specific list. Title 1 monies will also be utilized to support the purchase of technology (such as Chromebooks and iPads) to facilitate the learning and teaching with students.</li> </ul>

## Maud E. Johnson Elementary School Wide Plan

	<ul style="list-style-type: none"> <li>• Title 1 Teacher – supports supplemental academic needs with students and maintains data files and communication amongst staff and tutors</li> <li>• Athletics: REBA(basketball), soccer, and bowling- students in grades 4-5 are offered opportunities to participate in athletics; as a result students are aware of the their social and academic behaviors</li> <li>• Chorus in 4-5</li> <li>• Patrols for safety monitoring</li> <li>• ELL/TPI- English as a second language program</li> </ul>	
School-wide Improvement or Reform Strategies	<ul style="list-style-type: none"> <li>• Johnson provides opportunities for all students, including each of our subgroups, to succeed in Rockford Public Schools. We have started the process of investigating and implementing Personalized Learning strategies that will support our students through the development of learner pathways toward the learning standards. Students will analyze data, confer with teachers, co-create academic and behavioral goals, and devise a plan to show evidence toward these goals on a learning progression. Our teachers have also started investigation PDSA (Plan, Do, Study, Act) following site visits last year. Teachers have received training in order to support the use of the PDSA short-cycle goals in relation to our school wide SMART goals. Our school is a PBIS school and as a part of our Tier 1 behavior instruction, teachers utilize Second Step with their students to instruct and plan for specific skills students can utilize throughout their day as needed. Students with special needs in our school are offered a variety of services such as Tier 2/3 Interventions, Speech, Resource support, OT, PT, Social Work, and Self-Contained classroom services. Those students in Self-Contained utilize the Unique Curriculum – a curriculum with visual supports that builds academic skills and opportunities for students to</li> </ul>	<ul style="list-style-type: none"> <li>• Johnson has utilized various methods and strategies to strengthen and enrich our academic and behavioral programs. Our staff starts with the initial strategies employed in the left column and also utilizes these additional resources. Our supplemental academic supports for students, in addition to the universal supports, allow for students to receive academic instruction at their level in both Reading and Math. Students work with tutors and our Academic Support Specialist in order to gain specific skills and strategies. Tutors meet with the Academic Support Specialist and Principal in order to review student progress and make adjustments every 6-7 weeks. In the coming year, we would like to add the teachers to this meeting and would utilize out Title 1 funds to support our students through tutoring and monies to offer substitute pay for teachers in order for their participation in these progress conversations to connect academic</li> </ul>



## Maud E. Johnson Elementary School Wide Plan

	<p>engage in curriculum and responding to questions with verbal or visual supports. Our School houses a full time ELL/TPI teacher who supports students who speak English as a Second Language through vocabulary and basic skills to transition to the general program from these supports.</p> <ul style="list-style-type: none"><li>• Our staff utilizes a variety of programs and supports when students are at risk of failing. These programs are and can be supported through the spending of Title 1 funds, including but not limited to: Reflex math (basic math fact fluency computer based program), Compass Learning (online program that pairs with MAP to provide lessons at the students' individual levels), PBIS (promotes learning through positive reinforcements), Raz-kids (individualized reading instruction where students are paired with texts at their levels to supplement the academic materials in the classroom), Xtramath (a computer-based basic math fact fluency program to support student fact fluency) , Prodigy ( a free computer-based math program that provides lessons at student specific individualized levels), Starfall (primary grade reading instruction that matches student independent level with activities to supplement the universal classroom instruction), MAP (provides information about where students are ready to learn and where they are on the continuum of learning).</li><li>• Through learning about where students are performing currently, we have chosen to investigate and implement Personalized learning, where students set individualized goals to progress on their learning path. We have also began training in PDSA, where teachers will work with their PLCs to develop classroom short-cycle goals where they are working with the teacher to develop their goals.</li><li>• When needed, students progress through the supplemental supports and are taken to our Problem-Solving Team. Students may be Resource- works with</li></ul>	<p>supports to the classroom teachers. Our students also receive academic supports through our partnership with Our Saviors Lutheran Church each week. Our school partnership connects students will nearly 30 outside tutors that volunteer an hour of their time each week to specific classrooms. Our teachers, through their PLC meetings, review and analyze data each month. In the coming year, we will implement PDSA (short-cycle goals) and will incorporate opportunities for vertical PLC conversations to ensure strategies are shares school wide. We will need to utilize monies to support substitutes for teachers in order to allow teachers to observe their peers for job-embedded professional development. Our PLUS (Programmed Learning for Unique Students) Program provides a self-contained classroom setting where students are in a classroom of no more than 13 students and are with at least 3 adults (1 teacher and 2 paraprofessionals). Students are taught at their level through teacher-created materials and the Unique curriculum to support their academic and life skill needs. To support our programs and nearly 500 students, our staff will need additional professional development through stipends and substitute coverage in order to plan, prepare, and implement new strategies into their classrooms.</p> <ul style="list-style-type: none"><li>• Title 1 monies will be spent on professional development materials and stipends for teachers, substitutes for</li></ul>
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## Maud E. Johnson Elementary School Wide Plan

	<p>IEP students to meet individual goals. Students may be given academic goals, behavioral goals, and additional supports as needed. Students may also be determined to be placed into a Self-Contained Special Education classroom. Some students may simply need a Section 504 plan and our team will determine necessary accommodations where the students are able to have their needs in the classroom met without specific pull-out services. Students with behavioral concerns who are receiving discipline referrals are discussed with our PBIS committee and placed on Check-In &amp; Check-Out which is an individualized system for students with behavioral concerns where they have a form to be completed with the teacher and student with a focus of the positive behaviors. In addition, students at Johnson participate in Student-Led conferences where students guide the conference with their parents on the goals for the trimester and school year as well as share evidence toward student learning.</p>	<p>classrooms in order for teachers to attend site visits and observe other teachers, substitutes for teachers to have collaboration time with their grade level team and tutors/Academic Support Specialist. Title 1 monies will offer opportunities for teachers to expand their knowledge through professional development in the following areas including, but not limited to, Personalized Learning, Reading and Math instructional strategies, PDSA (short-cycle goals), Writing, Student Goal Setting, etc.</p>
<p><b>School-wide Mental Health, Specialized Instructional Supports, Mentoring and Strategies Outside of Academics</b></p>	<ul style="list-style-type: none"> <li>In order to support the culture and community in our school in addition to mental health supports, we have worked to build the following programs: Behavioral specialist (supports students and staff to address negative classroom and school behaviors and create plans to keep the students in the classrooms with reduced referral amounts), Social Work (works with individual students and small groups on social skill development), PTO family nights promote a school community centered in supporting our students and brings families into the instructional program, also increasing parent involvement in the school, Math and Science nights promote school and community partnerships with families – exposing families to the curriculum and standards being taught in school, Grade level music programs allow for students to share their skills and talents in a variety of areas in order to increase their engagement in school, Athletics such as REBA(basketball), soccer, and bowling allow students</li> </ul>	<ul style="list-style-type: none"> <li>Our staff will work with students to continually provide Behavior Intervention mentoring for students to increase time in class, thus academic success. This can be done through the use of Second Step, Check-In/Check-Out, and Social/Academic Groups. Teachers, through the use of Title 1 funds, will receive additional training and materials for these student supports and full implementation. Staff and Principal will also work with Social Worker to build small groups for students needing additional interventions with behaviors and we will continue to build relationships with OSL tutors and grow the program.</li> </ul>

## Maud E. Johnson Elementary School Wide Plan

	<p>in grades 4-5 opportunities to participate in athletics and the sport family and as a result students are aware of the their social and academic behaviors, Volunteer tutors, Patrols (5th grade students encourage appropriate behavior throughout the student population)</p>	
College and Career Readiness	<ul style="list-style-type: none"> <li>Our school hosts a Career Day each year where we bring in professionals to talk about their careers and the steps needed to achieve their profession in conjunction with the High School Academy Models in RPS205. Students are encouraged to research a career of their choice each year, in addition, by the end of their time at Johnson, students will be exposed to all of the High School Academy Pathways and careers supported in each pathway. Teacher Bios are shared in the hallways that list their education and interests. Teachers also wear and discuss their college(s) attended in order to get them to their careers today. This year, we had the East High School students parade through the hallway to cheer them on, and provide aspirations to our Johnson students.</li> </ul>	<ul style="list-style-type: none"> <li>Our staff will utilize Title 1 funds to support the professional development, materials, and collaboration with our High School academy staff to increase student knowledge of the Academy Pathways and encourage career and college planning. Students will also utilize the Maker Space, with materials purchased to encourage STEM activities in order to expand their academic strengths and encourage exploration in a variety of pathways. We would like for our students to take field trips to High Schools and Colleges that will encourage their exploration of their futures, we will need transportation to these events, and could utilize Title 1 funds to support the transportation needs of our students.</li> </ul>
School-wide Tiered Models for Academic and Behavioral Supports	<ul style="list-style-type: none"> <li>Our school has a PBIS Committee that meets each month. During these meetings we discuss the Tiered plan and also review the Climate Dashboard to support student needs. Our Tier plan includes but is not limited to: Tier 1 (Second Step lessons to encourage positive behaviors and discussions), Boarding Passes (all students earn tickets for being respectful, responsible, and safe and are entered into a weekly drawing for a prize), Passport Stickers (classes caught being respectful, responsible, and safe are given stickers and they add them up to reach award levels throughout the year), Trimester Celebrations (all students who do not receive major referrals participate in a fun activity as a school). When students are not successful with Tier 1</li> </ul>	<ul style="list-style-type: none"> <li>Morning and afternoon recess: to foster cooperation, running off excess energy and promote focus</li> <li>Meditation; breathing exercises to help with stress, and emotion regulation.</li> <li>Rewards assembly: Promotion of attendance, academic growth/progress, and positive behavior (Teachers' will agree on the qualifications to meet each category)</li> </ul>

## Maud E. Johnson Elementary School Wide Plan

	<p>supports, they are referred to Tier 2 (Check-In/Check-Out) and are paired with a CICO mentor who will work with them daily on positive supports and strategies to use when frustrated or playing – students are monitored and released after 6 successful weeks of reaching at least 80% of their points. Students who need additional supports are referred to the Problem-Solving Team and are placed with the Social Worker or other school staff to provide counseling or social groups. We also had a behavior interventionist who worked closely with students, parents, teachers and administrators. Classroom teachers utilize Class Dojo, Remind, Blooms, etc. to support positive behaviors in their classrooms and communicate with parents. When needed, teachers, principal, and Problem-Solving Team meet to discuss additional options and look into evaluation under Section 504 or IDEA. Students may then receive accommodations and/or support services in their identified areas of need. Staff hired to work with students who have special needs are highly qualified, and often have CPI training in order to support the social and emotional needs of students in crisis. The staff members at Johnson also reach out to district support staff if we are unable to adequately support the needs of a student and will perform an FBA/BIP process to document interventions and supports.</p>	
Professional Development for the Use of Data to Improve Instruction	<ul style="list-style-type: none"> <li>Johnson staff work together to analyze data and plan for instruction. Our teachers meet multiple times a month as grade levels in order to review MAP and other essential data in planning for instruction. Our staff will utilize the PDSA short-cycle goals to plan with their teams through the analysis of their Greatest Area of Need. At this time, as a school, our Greatest Areas of Need are Literacy: Vocabulary and Numeracy: Number Sense. Teachers are afforded at least three common plan times with their grade level partners a week and may choose to use that time as planning for instruction and discussion of instructional strategies. Each summer, our staff comes together for planning and</li> </ul>	<ul style="list-style-type: none"> <li>In order to ensure sustainability of these practices, we must utilize our Title 1 funds in the professional development, stipends, and substitutes for teachers to see and plan their goal cycles. We will also utilize funds to support the purchase of technology to provide an online platform for students to document goals, progress and evidence to be shared with parents and increase the amount of parent interaction with the learning environment. Our staff will also work to increase the number of</li> </ul>

## Maud E. Johnson Elementary School Wide Plan

	<p>review of the prior school year. We reflect upon data of the prior year, plan for the new year, and investigate best practice instructional strategies and platforms for the coming school year. Teachers also use this time to plan the goals for the Leadership Team in the coming year. Teachers have begun investigating student data analysis, goal setting, conferring, and learner pathways. Several teachers have students utilizing data folders or binders to document their goals, data charts, evidence toward goals, etc. Students utilize this information in their Student-Led Conferences twice a year.</p>	<p>opportunities for our teachers to meet in vertical PLCs in order to ensure consistent strategy use and common language. Our Title 1 funds will also support the implementation, professional development, and materials needed when planning with the Institute for Personalized Learning to create learner pathways and learner profiles.</p>
Preschool to Kindergarten Transition	<ul style="list-style-type: none"> <li>As a K-5 building, we typically do not meet our incoming Kindergarteners until Registration or the start of the school year. Our Kindergarten teachers come on an Institute night before the first day of school and have the students come to see the classrooms, meet the teachers, and drop off supplies. We also host an open house where the principal speaks to parents, and then parents hear about the curriculum and school year from the classroom teachers. We have an active social media presence and also have a school website with resources for parents. In order to support students, the start of the school year has a large emphasis on classroom procedures and building independence.</li> </ul>	<ul style="list-style-type: none"> <li>Our staff would love to host a possible spring or early summer open house/screening for upcoming kindergarteners to introduce them to classroom and to assess where they are and inform parents as to their readiness. We would also like to utilize Title 1 funds to purchase paper for printing pamphlets for parents who will have children coming to Johnson Elementary School. The purchase of ink and toner with these funds would be essential as well.</li> </ul>
Highly Qualified Teachers	<ul style="list-style-type: none"> <li>Johnson interview teams ensure that teachers who are hired are licensed in content areas/designations. In order to maintain their status as Highly Qualified, our school and district offer many professional development opportunities for teachers to collect CPDU's and stipends. There are also many leadership opportunities available through committee work. Many of our teachers have their Master's plus additional coursework hours, or are currently in a Master's program.</li> </ul>	<ul style="list-style-type: none"> <li>In order to maintain qualified staff, our school will utilize Title 1 funds to purchase professional materials, supply professional development, send teachers to professional development opportunities, and pay for substitute teachers when teachers need to attend sessions during their school days. These funds are placed where we can provide teachers opportunities to grow and develop themselves in order to</li> </ul>

## Maud E. Johnson Elementary School Wide Plan

		meet the needs of our students at Johnson.
Support for Homeless Students	<ul style="list-style-type: none"> <li>At this time, our school collaborates with a local church who donates backpacks, school supplies, and winter clothing throughout the year. Our school district has a department that supports Families in Transition, or homeless, and provides them with various necessities. Our district also has three more years of a grant that allows all students in our district to eat free breakfast and lunch every school day. When this grant comes to an end, our families can apply for Free and Reduced Lunch.</li> </ul>	<ul style="list-style-type: none"> <li>In order for our students to feel their basic needs are met, we may look into providing funds for students to receive hygiene products. We would also like to utilize Title 1 funds for the payment of bus trips if needed for students to attend academic field trips.</li> </ul>
Parent Engagement	<p>Johnson families are engaged in the school through the following activities:</p> <ul style="list-style-type: none"> <li>Monthly Music/Art Program</li> <li>All City Music Festival</li> <li>Discovery Center Science and Math Nights</li> <li>Career and College Day</li> <li>Parent Orientation</li> <li>School Dances and PTO Events</li> <li>Annual Young Artists Show</li> <li>Open House Classroom(weekly) and Principal (monthly) Newsletters</li> <li>Educational Field Trips – chaperones</li> <li>Athletics – Basketball, volleyball, soccer</li> <li>Twitter and Facebook Pages</li> <li>Parent Teacher Conferences</li> <li>Book Fairs</li> <li>PeachJar</li> <li>Class Dojo/Remind/Bloomz/Google Classroom</li> </ul> <p>These activities engage families in their child's academics, interests, sports, career hopes, talents, and events.</p>	<ul style="list-style-type: none"> <li>In order to have a better take on parent participation outside of conferences, we would like to take attendance. We would also like to utilize Title 1 funds to support the creation and development of supplemental materials for parents to keep and utilize at home, thus supporting their child's academic progress or areas of critical need. Our staff will also survey parents to see what activities interest them the most and offer more opportunities for parents to engage in the school.</li> </ul>
Stakeholder Engagement in School-wide Planning	<ul style="list-style-type: none"> <li>Our plans are influenced through stakeholder input at PTO meetings, meetings with Our Saviors Lutheran Church, and parent surveys. The partnership with the church has turned into a tutor program where the volunteer tutors come and work with students for an hour a week. We also have an Academic Achievement</li> </ul>	<ul style="list-style-type: none"> <li>Johnson staff will Increase opportunities for stakeholders to participate in planning, and will utilize Title 1 funds to build the program through funding the Academic Achievement Specialist, funding the Title 1 tutors, and funding</li> </ul>

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	Specialist who coordinates supplemental academic materials and groups for students. She is an essential part of our connection to the church group, Title 1 tutors, and classroom teachers and parents. PTO meetings are a place where plans are shared and discussed with stakeholders in order to develop and execute.	the purchase of supplemental materials to support student academic needs.
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### Reflex Math Data

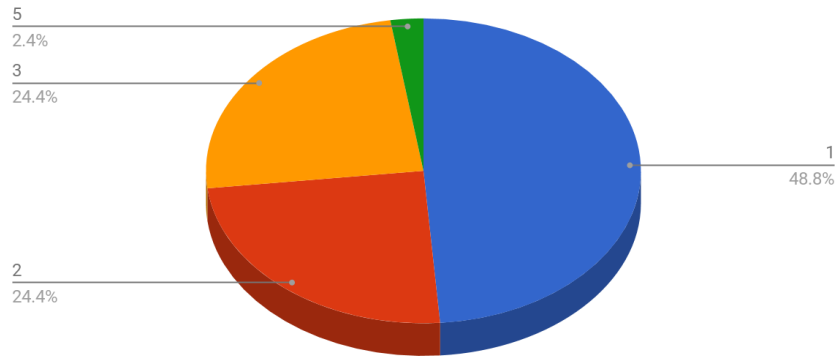
We had 360 students participate in the program working on their multiplication and division facts. After the initial assessment the 42 students had a score of 15% fluency in their facts and by the end of the year we were 60% fluent in this cohort.

Conclusion: Students who utilized this web-based program saw their fluency skills greatly increase over time. Our school has reviewed the practices and it was shared that the students had multiple exposure to the facts and sustained mastery over time. Students were also able to graduate from the program. In the coming school year, we would purchase this program for all students in the school, as it is less expensive for a site license, and then in the following year, we will target a grade level to provide this support where we see the most impact made following a data analysis.

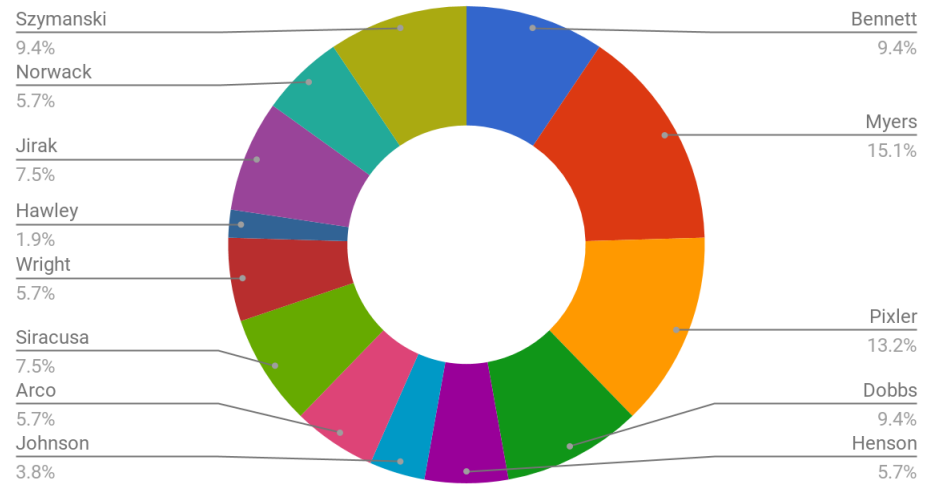
### Tutoring Data – Tier 2

# Maud E. Johnson Elementary School Wide Plan

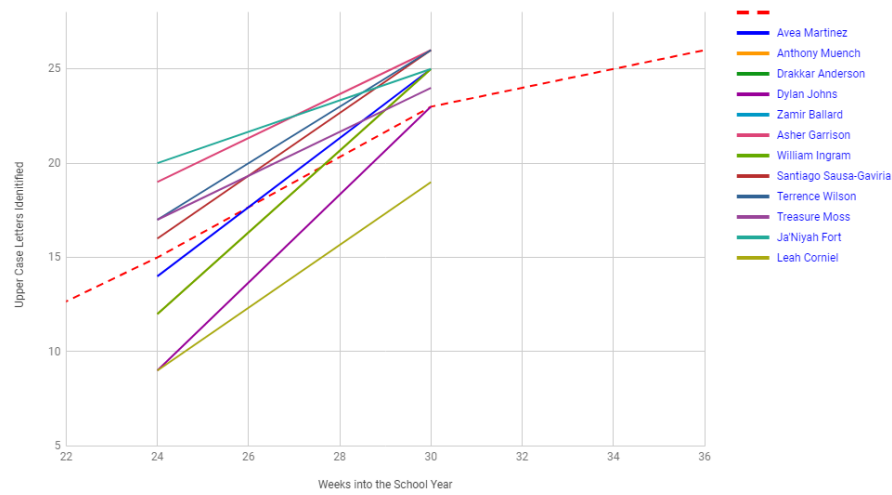
## MTSS by Grade Level



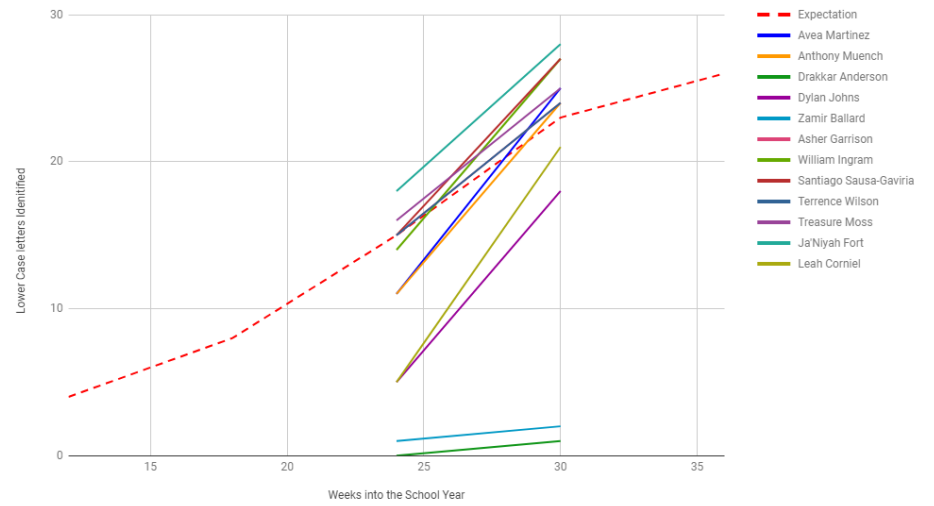
## MTSS Student Percents by Teacher



## Kindergarten Upper Case Letter Identification vs. Student Performance



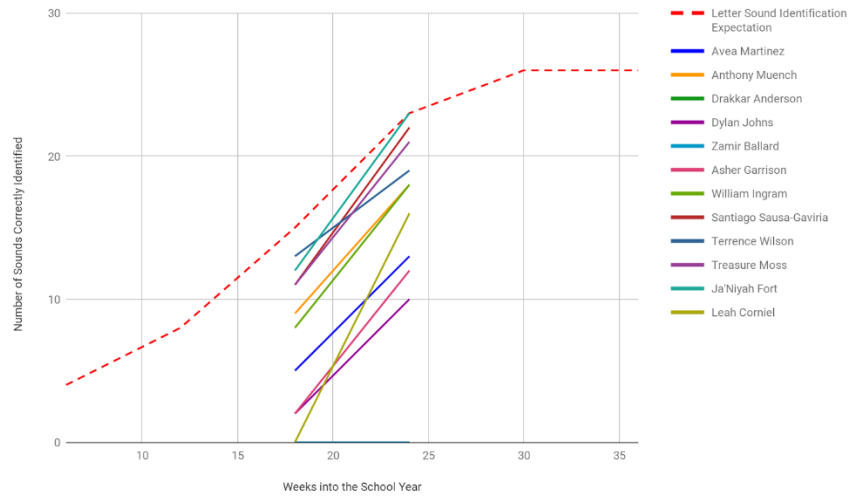
## Kindergarten Lower Case Letter Identification vs. Student Performance



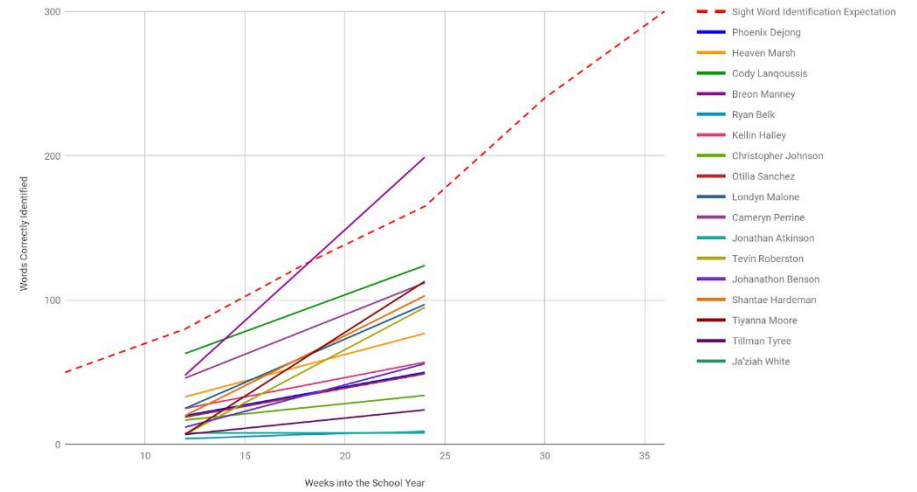


# Maud E. Johnson Elementary School Wide Plan

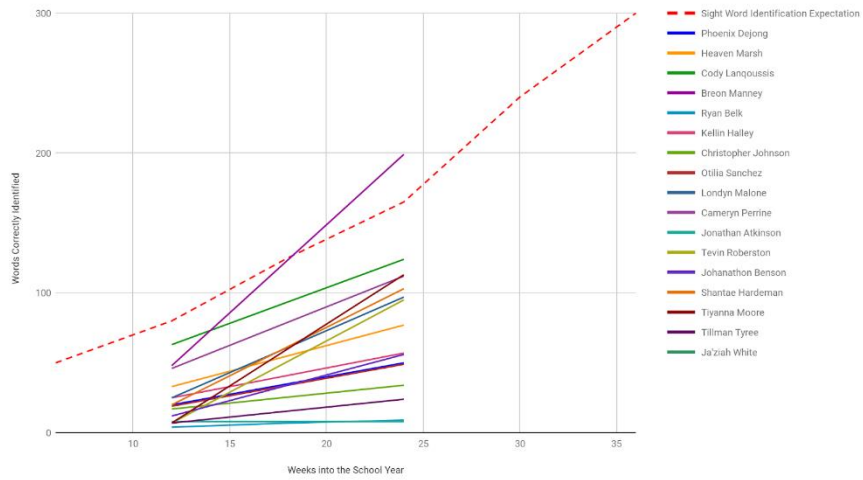
## Kindergarten Letter Sound Identification vs. Student Identification



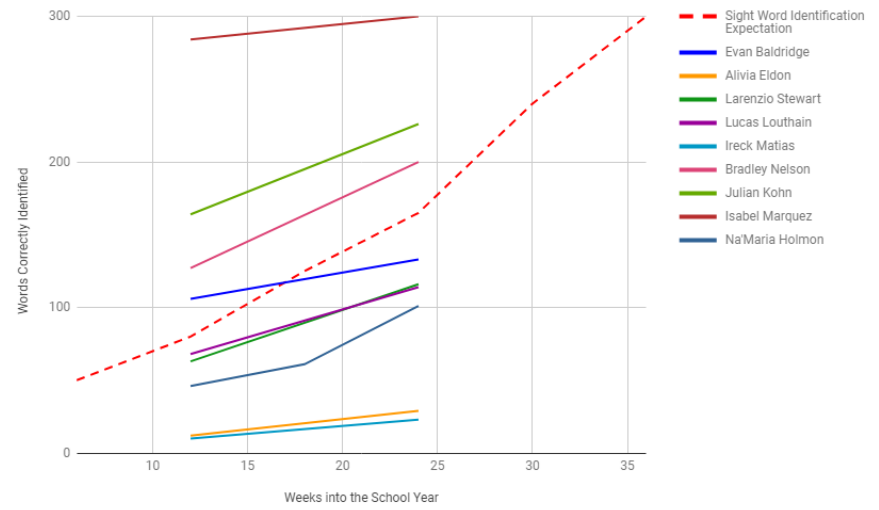
## 1st Sight Word Expectation vs Student Performance



## 1st Sight Word Expectation vs Student Performance



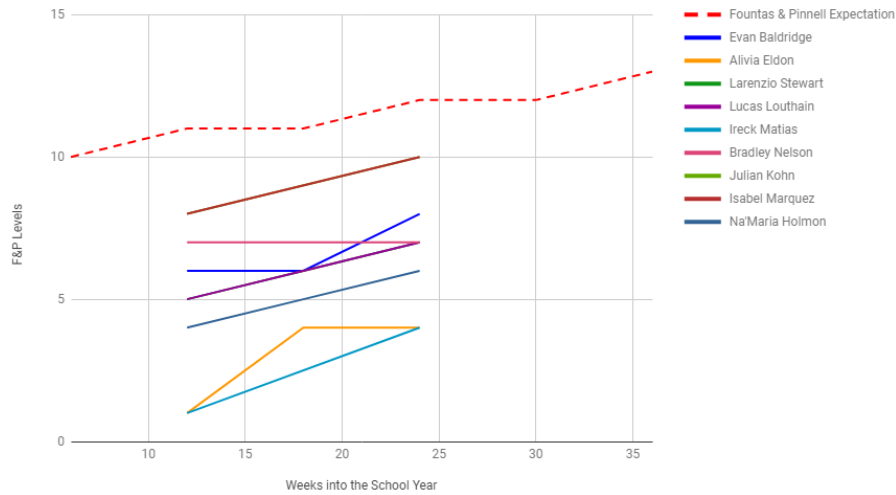
## 2nd Sight Word Expectation vs Student Performance



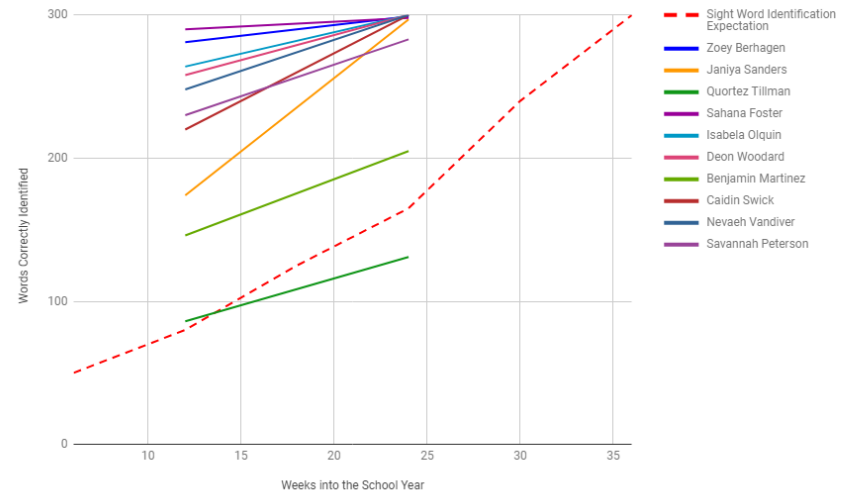


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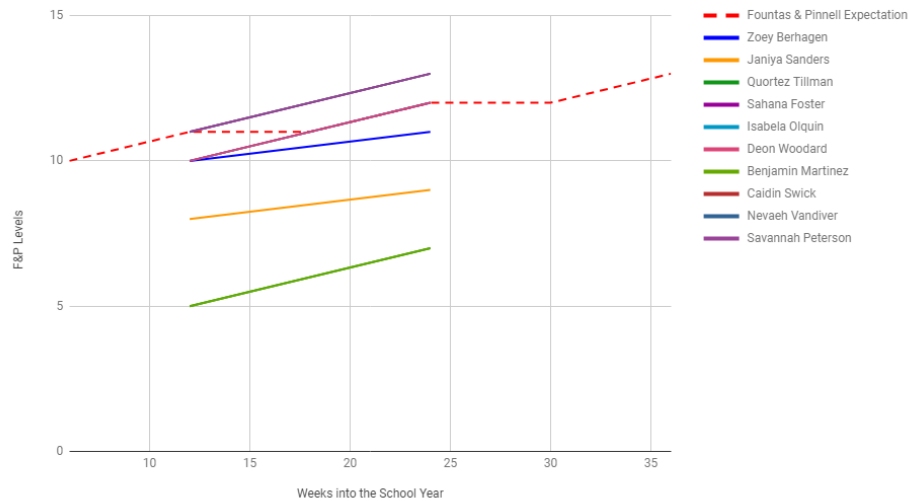
2nd Fountas & Pinnell Expectation vs. Student Performance



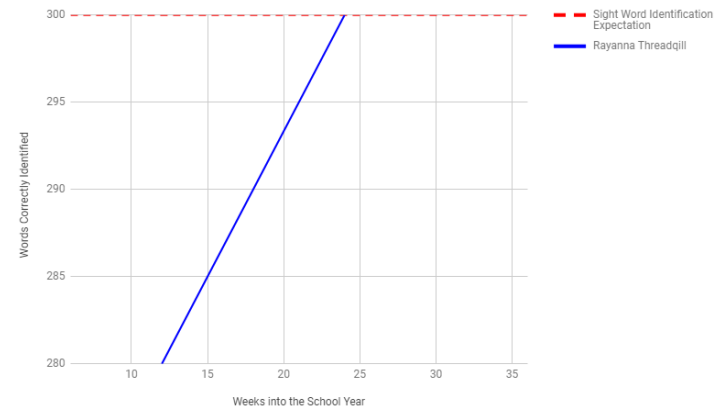
3rd Sight Word Expectation vs Student Performance



3rd Fountas & Pinnell Expectation vs. Student Performance



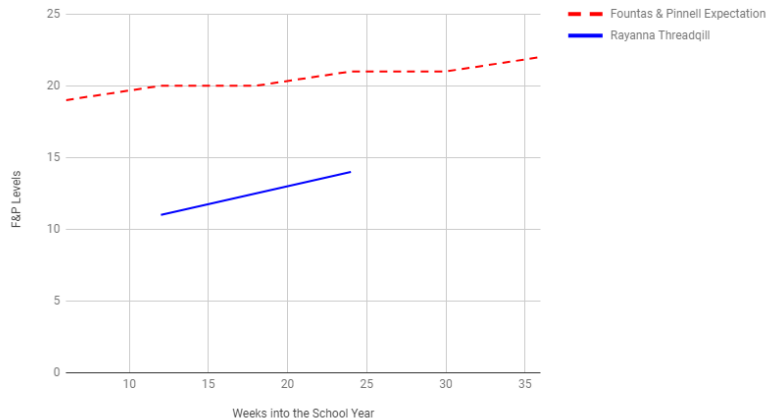
5th Sight Word Expectation vs Student Performance



## Maud E. Johnson Elementary School Wide Plan

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5th Fountas & Pinnell Expectation vs. Student Performance



After analyzing the data with our Academic Achievement Specialist, Title 1 Tutors, and teachers, we saw a large increase in the specific targeted skills that students had as a focus for their supplemental supports. Students were able to work to close the gap between their lack of progress and their same-age peers. We will continue to monitor progress of our students receiving supplemental supports and strengthen our communication and collaboration surrounding these students and their specific needs.