

# Ector County Independent School District

## Lyndon B. Johnson Elementary

### 2025-2026 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designation**

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

We Find Success in Each one, Some way, Every day

## Vision

*At LBJ Elementary School, we envision a dynamic and inclusive learning environment where every student is inspired to achieve academic excellence, embrace their unique talents, and become compassionate, responsible global citizens. Through innovative teaching, a nurturing community, and a commitment to lifelong learning, we strive to empower our students to reach their full potential and make a positive impact on the world.*

## Value Statement

One Percent Better – We believe we can improve by one percent every single day. We set goals to achieve small improvements in each lesson.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### LBJ Campus Demographic Summary

Category	Count	Percent
Total Students	510	100.0%

#### Students by Grade

Grade	Count	Percent
Kindergarten	73	14.3%
Grade 1	98	19.2%
Grade 2	81	15.9%
Grade 3	77	15.1%
Grade 4	92	18.0%
Grade 5	89	17.5%

#### Ethnic Distribution

Ethnicity	Count	Percent
African American	33	6.5%
Hispanic	361	70.8%
White	93	18.2%
American Indian	2	0.4%
Asian	11	2.2%
Pacific Islander	0	0.0%
Two or More Races	10	2.0%

## Sex

Sex	Count	Percent
Female	246	48.2%
Male	264	51.8%

## Other Student Cohorts

Student Group	Count	Percent
Economically Disadvantaged	347	68.0%
Non-Educationally Disadvantaged	163	32.0%
EB Students/EL (Emergent Bilingual)	71	13.9%
Section 504 Students	2	0.4%
Students with Disciplinary Placements	8	1.3%
Students with Dyslexia	7	1.4%
Foster Care	0	0.0%
Homeless	23	4.5%
Immigrant	10	2.0%
Migrant	0	0.0%
Military Connected	6	1.2%
At-Risk	242	47.5%

## Instructional Programs

Program	Count	Percent
Title I	510	100.0%
Bilingual/ESL Education	61	12.0%
Career and Technical Education	0	0.0%

## LB Johnson Elementary School Socio-Economic Demographics

Over the past five years at LB Johnson Elementary, the percentage of economically disadvantaged students has risen steadily from 48.04% to 77.89%. While total enrollment has decreased by over 20%, the number of EcoDis students has grown, showing an increasing concentration of need within the student population.

## LB Johnson EL – Fall ECD Status (5-Year Trend)

Year	ECD Count	Total Enrollment	% EcoDis
Year 1	294	612	48.04%
Year 2	377	576	65.45%
Year 3	348	517	67.31%
Year 4	347	510	68.04%
Year 5	370	475	77.89%

## Key Trends & Insights

### Steady Increase in % EcoDis:

The percentage of economically disadvantaged students has increased significantly over the five years — from **48.04%** to **77.89%**, a rise of nearly **30 percentage points**.

### Enrollment Decline:

Total student enrollment has dropped from **612 to 475**, a decrease of about **22.4%**. Despite this, the **number of EcoDis students has increased**, indicating growing need among a shrinking student body.

### Highest Proportion in Year 5:

The latest year shows the highest EcoDis rate in five years, with over **three-fourths of students classified as economically disadvantaged**.

## LB Johnson Elementary School English Language Learners Demographics

Over the last five years, the percentage of English Language Learners (ELL) at LB Johnson Elementary has declined from **21.24% to 14.11%**. While enrollment has decreased overall, the ELL population has seen a sharper decline, bilingual HUBS were created at other campuses. L.B. J is now a monolingual campus.

## ELL Data – LB Johnson EL (5-Year Trend)

Year	ELL Count	Total Enrollment	% ELL
Year 1	130	612	21.24%
Year 2	123	576	21.35%
Year 3	80	517	15.47%
Year 4	71	510	13.92%
Year 5	67	475	14.11%

## L.B. Johnson Elementary Suspension Data Demographics

Over the year, LBJ Elementary had **9 students suspended**, totaling **18 disciplinary actions** and **18 days suspended**. Most suspensions involved **Hispanic/Latino and Black male students**, with **economically disadvantaged students** making up the majority. A few suspensions involved **emergent bilingual, gifted, and Section 504 students**, while **Special Education** students had no suspensions.

## Suspension Overview – LBJ Elementary

### 1. By Race/Ethnicity and Gender

Group	Male (SC / DA / DS)	Female (SC / DA / DS)	Total SC
Hispanic/Latino	3 / 4 / 4	3 / 6 / 6	6
Black/African American	2 / 6 / 6	0 / 0 / 0	2
White	1 / 2 / 2	0 / 0 / 0	1
Asian	0 / 0 / 0	0 / 0 / 0	0
American Indian/Alaskan	0 / 0 / 0	0 / 0 / 0	0
Native Hawaiian/Pacific	0 / 0 / 0	0 / 0 / 0	0
Two or More Races	0 / 0 / 0	0 / 0 / 0	0
<b>TOTAL (All Students)</b>	<b>6 / 12 / 12</b>	<b>3 / 6 / 6</b>	<b>9</b>

### 2. By Program Subgroups

Subgroup	Male (SC / DA / DS)	Female (SC / DA / DS)	Total SC
Eco Dis	5 / 7 / 7	3 / 6 / 6	8
Emergent Bilingual	0 / 0 / 0	1 / 3 / 3	1
Gifted & Talented	2 / 3 / 3	1 / 1 / 1	3
Section 504	1 / 2 / 2	0 / 0 / 0	1
Special Education	0 / 0 / 0	0 / 0 / 0	0
CTE Attendance	0 / 0 / 0	0 / 0 / 0	0

### Quick Summary

- **Total Suspensions:** 9 students | 18 actions | 18 days
- **Primary groups impacted:** Hispanic/Latino males & females, Black males, EcoDis students
- **Emergent Bilinguals, GT, and Section 504 students** also had isolated suspensions
- **No suspensions among Special Ed, Asian, or other racial groups**

## L B Johnson Elementary School Special Education Population Trends and Demographics

### Special Education Population Trend at L B Johnson Elementary



- The SPED student count fluctuated between **46 and 68 students** over the five years.
- In **2020-2021**, there were **67 SPED students (10.95%)** out of 612 total.
- The SPED population decreased in **2021-2022** to **46 students (7.99%)**.
- From 2022 onward, the SPED population steadily increased:
  - **47 students (9.09%)** in 2022-2023,
  - **55 students (10.78%)** in 2023-2024,
  - **68 students (14.32%)** in 2024-2025.

**Overall, the SPED population decreased initially but then showed a strong upward trend, reaching its highest percentage (14.3%) in 2024-2025.**

SPED Population Trend at L B Johnson Elementary

#### **Special Education (SPED) Trend – 5-Year Overview**

School Year	SPED Population	Total Enrollment	SPED %
2020–2021	67	612	10.95%
2021–2022	46	576	7.99%
2022–2023	47	517	9.09%
2023–2024	55	510	10.78%
2024–2025	68	475	14.32%

#### **L B Johnson Elementary School Student Retention Trends**

Student retention at LBJ Elementary has steadily increased over the past five years—from **0.49% in 2020–21** to **2.32% in 2024–25**. Retention is most notable in **early grades**, particularly **Kindergarten through 2nd grade**, with **1st grade reaching a high of 6.41% in 2024–25**. Upper grades (3rd–5th) show very low or no retention in most years. This trend suggests a growing need for academic support in the foundational years.

#### **Student Retention Rates by Grade and Year**

Grade	2020–21	2021–22	2022–23	2023–24	2024–25
<b>KG</b>	2 (2.22%)	0 (0.00%)	1 (1.16%)	2 (2.74%)	3 (3.61%)
<b>1st</b>	1 (0.94%)	0 (0.00%)	2 (2.74%)	3 (3.06%)	5 (6.41%)
<b>2nd</b>	0 (0.00%)	1 (1.04%)	3 (3.45%)	3 (3.70%)	3 (3.70%)
<b>3rd</b>	0 (0.00%)	1 (0.98%)	0 (0.00%)	1 (1.30%)	0 (0.00%)

Grade	2020–21	2021–22	2022–23	2023–24	2024–25
4th	0 (0.00%)	0 (0.00%)	2 (2.02%)	0 (0.00%)	0 (0.00%)
5th	0 (0.00%)	1 (0.98%)	0 (0.00%)	1 (1.12%)	0 (0.00%)
All Grades	3 (0.49%)	3 (0.52%)	8 (1.55%)	10 (1.96%)	11 (2.32%)

## Demographics Strengths

### LBJ Elementary Demographic Strengths and Key Trends Summary

#### 1. Diverse Grade-Level Enrollment:

L.B. Johnson Elementary serves 510 students evenly spread across grades K–5, with no single grade exceeding 20% of the population. This balance supports targeted grade-level programming without overcrowding.

#### 2. Predominantly Hispanic Population with Cultural Richness:

Over 70% of the student body is Hispanic, with additional representation from White (18%), African American (6.5%), and other ethnic groups. This cultural diversity can be leveraged to build inclusive instruction and multilingual engagement.

#### 3. Economically Disadvantaged (EcoDis) Growth Signals Need:

Over five years, the percentage of economically disadvantaged students has grown from **48% to nearly 78%**, even while total enrollment declined by over 20%. This indicates a concentrated need for equity-focused resources and support services.

#### 4. Title I School with Full Participation:

LBJ is a **100% Title I campus**, providing vital federal funding to support instruction and close achievement gaps. This funding status is a strength that supports enrichment and intervention programs.

#### 5. Declining ELL Population with Stable Bilingual Programs:

Although the number of English Language Learners has decreased from 21% to 14% over five years, the school maintains bilingual/ESL services for 12% of its students.

#### 6. Disciplinary Trends Are Contained:

Only **9 students were suspended** in the last reported year, with most cases involving **economically disadvantaged Hispanic and Black students**. There were no suspensions among Special Education students, and incidents remain isolated overall.

#### 7. SPED Services Expanding in Response to Student Needs:

The Special Education population has increased steadily, reaching **14.3%** in 2024–25—the highest in five years. This rise is due to improved identification practices and support systems for students with disabilities.

#### 8. Rising Retention in Early Grades Calls for Early Literacy Focus:

Student retention has more than quadrupled from **0.49% to 2.32%** over five years, with the **highest rates in Kindergarten–2nd grade**, especially 1st grade. This trend signals a need for stronger foundational interventions and literacy instruction.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Early-grade student retention and a steadily increasing special education population highlight the urgent need for interventions that address foundational skill gaps and ensure all students are on a path toward academic success.

**Root Cause:** Early-grade student retention and the rise in special education identification at L.B. Johnson Elementary stem from a lack of early and consistent academic intervention, particularly in literacy and numeracy, during critical developmental years. Contributing factors include insufficient kindergarten readiness, limited differentiation in Tier 1 instruction, and delayed identification deficiencies.

# Student Achievement

## Student Achievement Summary

### L.B. Johnson Elementary School Math MAP Achievement and Growth Data 2024-2025

#### LBJ Elementary Math MAP Data – 2024–2025

Category	Value
Total Students	424
Median Percentile	64th
Below Average	28%
Above Average	53%

#### LBJ Elementary Math MAP 2024–2025 – Detailed Achievement Breakdown

Percentile Range	% of Students	# of Students	Performance Level
1st–20th	12%	51	Below Average
21st–40th	16%	68	Below Average
41st–60th	19%	81	Average
61st–80th	24%	102	Above Average
>80th	29%	123	High Performance

## Key Insights

- **53% of students** scored **above the 60th percentile**, indicating **strong overall math performance**.
- Nearly **1 in 3 students (29%)** are in the **highest performance band**, a notable strength.
- **28% of students** fall in the **below average** range, suggesting targeted interventions could further improve outcomes.
- The **distribution skews positively**, with the **median percentile at the 64th**, reflecting growth and momentum.

#### Math MAP 2024–2025 Achievement by Grade – LBJ Elementary

Grade	Below Avg.	Average	Above Avg.	High Performance	Total Students
Kinder	7 (15%)	12 (26%)	15 (32%)	13 (28%)	47
1st	12 (20%)	14 (24%)	16 (28%)	15 (26%)	57

Grade	Below Avg.	Average	Above Avg.	High Performance	Total Students
2nd	10 (17%)	13 (22%)	18 (30%)	19 (31%)	60
3rd	9 (14%)	11 (17%)	21 (32%)	24 (37%)	65
4th	11 (16%)	13 (19%)	19 (28%)	25 (37%)	68
5th	12 (17%)	18 (26%)	20 (29%)	19 (28%)	69
TOTAL	61 (14%)	81 (19%)	109 (26%)	115 (27%)	424

- **Consistent Strength in Upper Grades:** Grades 3–5 show strong performance, with **65% or more students scoring Above Average or Higher**.
- **High Performance Expands with Grade:** The percentage of students in the **High Performance band increases with grade level**, peaking at 37% in Grades 3 and 4.
- **Kinder–2nd Building Foundation:** While lower grades have a more balanced distribution, **over 50% are already performing at or above average**, suggesting a solid foundation.
- **Targeted Support:** Around **14% of all students** remain **below average**, indicating opportunities for early intervention, especially in **Grades K–2**.

#### LBJ Elementary – Math MAP Growth Data (2024–2025)

Grade	# Students	% Met or Exceeded Growth	# Met/Exceeded	% Did Not Meet Growth	# Did Not Meet
Kinder	47	64%	30	36%	17
1st	57	61%	35	39%	22
2nd	60	67%	40	33%	20
3rd	65	72%	47	28%	18
4th	68	75%	51	25%	17
5th	69	70%	48	30%	21
Total	424	68%	281	32%	143

#### Growth Summary

- **281 out of 424 students** met or exceeded their projected Math MAP growth goals.
- **Growth was strongest in Grades 3–4**, where **over 70%** of students showed measurable academic improvement.
- **Kindergarten through 2nd Grade** showed **solid but slightly lower growth**, identifying key areas for continued support and early intervention.
- Overall, LBJ Elementary students are showing **positive academic momentum** in math across all grade levels.

#### L.B. Johnson Elementary School Reading MAP Achievement and Growth Data 2024-2025

#### LBJ Elementary – Reading MAP Achievement Data (2024–2025)

Percentile Range	% of Students	# of Students	Performance Level
1st–20th	14%	59	Below Average
21st–40th	18%	76	Below Average
41st–60th	21%	89	Average
61st–80th	23%	97	Above Average
>80th	24%	103	High Performance
<b>Total</b>	<b>100%</b>	<b>424</b>	

### Key Insights

- **47% of students** are performing **above the 60th percentile**, indicating solid reading achievement schoolwide.
- **28% of students** are **below the 40th percentile**, identifying a focused group for Tier 2 or Tier 3 interventions.
- The largest group is in the **41st–80th percentile range**, showing a strong **average-to-above-average core**.
- **Over 100 students** are in the **high-performing range**, highlighting areas of academic excellence.

### LBJ Elementary – Reading MAP Achievement by Grade (2024–2025)

Grade	Below Average	Average	Above Average	High Performance	Total Students
<b>Kinder</b>	9 (19%)	14 (30%)	13 (28%)	11 (23%)	47
<b>1st</b>	13 (23%)	15 (26%)	17 (30%)	12 (21%)	57
<b>2nd</b>	14 (23%)	13 (22%)	18 (30%)	15 (25%)	60
<b>3rd</b>	11 (17%)	13 (20%)	20 (31%)	21 (32%)	65
<b>4th</b>	9 (13%)	14 (21%)	19 (28%)	26 (38%)	68
<b>5th</b>	10 (14%)	20 (29%)	17 (25%)	22 (32%)	69
<b>TOTAL</b>	<b>66 (16%)</b>	<b>89 (21%)</b>	<b>104 (25%)</b>	<b>107 (25%)</b>	<b>424</b>

### Analysis

- **50% of students** scored **above average or higher**, showing strong campus-wide reading achievement.
- **Kindergarten through 2nd grade** have a balanced spread across performance levels, showing foundational reading development.
- **Upper grades (3rd–5th)** show increasing percentages of students in the **high-performance band**, with **4th grade leading at 38%**.
- **Only 16% of students** are in the **below average range**, reflecting focused reading intervention needs.

**LBJ Elementary – Reading MAP Growth Data (2024–2025)**

Grade	# Students	% Met or Exceeded Growth	# Met/Exceeded	% Did Not Meet	# Did Not Meet
Kinder	47	61%	29	39%	18
1st	57	59%	34	41%	23
2nd	60	64%	38	36%	22
3rd	65	69%	45	31%	20
4th	68	72%	49	28%	19
5th	69	70%	48	30%	21
TOTAL	424	66%	243	34%	181

**Reading Growth Summary**

- **66% of LBJ students met or exceeded** their projected growth targets in reading, with **strongest growth in Grades 3–5**.
- **243 students** made expected or greater gains, showing effective instruction and interventions.
- **Lower grades (K–2)** showed moderate growth, highlighting areas where foundational reading skills continue developing.
- With **181 students not meeting growth**, ongoing support and data-driven small-group instruction are recommended—especially in early grades.

**LBJ Elementary School – Science Achievement Data Overview (2024–2025)**

Performance Level	Percent of Students
Low (1st – 20th)	9%
Below Average (21st – 40th)	13%
Average (41st – 60th)	21%
Above Average (61st – 80th)	20%
High (Above 80th)	37%
Median Percentile	66th
Number of Students Tested	214

- A total of **214 students** were assessed in science.
- **57% (Above Average + High)** are meeting or exceeding grade-level expectations.

- **43% (Low + Below Average + Average)** are performing below the proficient level, signaling opportunities for academic growth.
- The largest group of students is in the **High** category (**37%**), showing strong foundational understanding.
- Nearly **1 in 5 students (20%)** demonstrated above average performance, further highlighting a strength area for the campus.

#### LBJ Elementary – Science MAP Growth Data (2024–2025)

Grade	# Students	% Met or Exceeded Growth	# Met/Exceeded	% Did Not Meet	# Did Not Meet
3rd	65	68%	44	32%	21
4th	68	72%	49	28%	19
5th	69	70%	48	30%	21
<b>Total</b>	<b>202</b>	<b>70%</b>	<b>141</b>	<b>30%</b>	<b>61</b>

#### Science Growth Summary

- **70% of LBJ students in Grades 3–5** met or exceeded their Science MAP growth targets.
- **Strongest growth** occurred in **4th grade** with **72% meeting growth**.
- A total of **141 students** showed measurable improvement, demonstrating effective instruction and engagement in science.
- Continued focus on concept reinforcement and inquiry-based learning could help support the **30%** who did not meet growth expectations.

#### LBJ Elementary School STAAR Data

Grade	Subject	Did Not Meet	Approaches	Meets	Masters	SPED (Meets)	EB (Meets)	At-Risk (Meets)
Grade 3	Reading	30%	70%	41%	13%	0%	33%	20%
Grade 3	Math	30%	70%	36%	20%	0%	22%	18%
Grade 4	Reading	21%	79%	39%	19%	0%	38%	19%
Grade 4	Math	41%	59%	33%	11%	0%	25%	17%
Grade 5	Reading	20%	80%	64%	21%	38%	31%	41%
Grade 5	Math	35%	65%	34%	11%	8%	15%	18%
Grade 5	Science	27%	73%	38%	8%	62%	54%	57%

#### Student Achievement Strengths

#### L.B. Johnson Elementary School – 2024–2025 Student Achievement and Growth Summary



During the 2024–2025 academic year, L.B. Johnson Elementary School demonstrated clear signs of academic momentum and growth across core content areas, as reflected in both MAP and STAAR assessment data.

**Mathematics MAP assessment data** revealed strong performance across grade levels. The median percentile for all students was the 64th, with 53% of students performing above the 60th percentile. Notably, 29% of students scored in the highest performance band, a significant strength for the campus. Achievement increased consistently from Kindergarten through Grade 5, with Grades 3–5 showing particularly strong outcomes—over 65% of students in these upper grades scored above average or high. Growth data further supported this trajectory, with 68% of all students meeting or exceeding their projected growth targets. Grades 3 through 5 demonstrated the most significant gains, with up to 75% of students in 4th grade exceeding expected growth.

**Reading MAP results** also reflected positive trends. Nearly half (47%) of students scored above the 60th percentile, and over 100 students reached the high-performance category. Although 16% of students fell into the below-average range, the majority demonstrated at least average-level reading proficiency. Once again, upper grade levels outperformed the early grades, with 4th and 5th grade students showing the highest percentage in the top performance band. In terms of growth, 66% of students met or exceeded their projected goals. Growth was strongest in Grades 3–5, underscoring the effectiveness of Tier 1 instruction and targeted interventions. Foundational skills in early grades showed promising development, though additional support remains a priority in Kindergarten through Grade 2.

In **Science MAP assessments**, conducted for Grades 3 through 5, 57% of students scored proficient or higher, with 23% achieving advanced levels. The largest concentration of students was in the proficient range, indicating a strong foundational grasp of grade-level science concepts. Growth in science was particularly encouraging: 70% of students met or exceeded their growth targets, with the highest performance seen in 4th grade (72%).

**STAAR results** from Spring 2025 provide a parallel view of student achievement. In Grade 3, 36%–41% of students met grade-level expectations in math and reading respectively, with 13%–20% achieving mastery. Grade 4 students maintained a similar performance range, though math results reflected a greater need for support, as only 33% met expectations and 11% achieved mastery. Grade 5 outcomes stood out as a strength area: 64% of students met expectations in reading, and 38% met expectations in science. Notably, special education and emergent bilingual students demonstrated substantial participation and achievement in Grade 5 science, with 62% and 54% respectively meeting grade-level standards.

Across all tested subjects, the data indicate a trend of increasing performance from early to upper elementary grades. High performance in Grade 5, particularly in reading and science, reflects the school's investment in sustained academic support, effective instructional strategies, and a commitment to growth for all student groups. At the same time, data highlights the importance of early interventions—especially in mathematics and literacy—for students in the primary grades, and ongoing support for special populations such as at-risk students and emergent bilinguals.

Overall, L.B. Johnson Elementary is positioned for continued improvement, with solid gains across all content areas and evidence of high achievement in the upper grades. Continued focus on differentiated instruction, early intervention, and data-driven teaching practices will be essential to ensure sustained growth and academic success for all learners.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Although L.B. Johnson Elementary shows strong growth in upper grades, data reveals gaps in early-grade achievement and among special populations. In math and reading, 28–32% of students perform below average, with foundational grades (K–2) showing lower growth and proficiency.

**Root Cause:** These gaps are primarily due to inconsistent teaching methods in primary grades, limited teacher capacity to deliver differentiated instruction, and a lack of rigor in the early-grade curriculum. As a result, foundational skills are not being developed consistently, leading to long-term performance disparities.

**Problem Statement 2 (Prioritized):** Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 33% of students met STAAR standards, with 11% mastering content. Grade 5 showed minimal improvement, with just 34% meeting expectations and 11% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards.

**Root Cause:** Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together

hinder students' math growth in upper grades.

**Problem Statement 3:** Johnson Elementary is experiencing a significant decline in student engagement and peer connectedness. Only 47% of students report feeling engaged--below the district average--with a 14-point drop since the last survey.

**Root Cause:** The decline in student engagement and peer connectedness at Johnson Elementary appears to stem from a lack of sustained opportunities for student voice and social-emotional skill development within the school day.

**Problem Statement 4:** L.B. Johnson Elementary lacks sufficient tools and resources specifically designed to address the unique learning needs of special education students, limiting the school's ability to provide targeted support and interventions that are essential for their academic growth and success.

**Root Cause:** Although the Special Education department has established programs to support students, many teachers have not received adequate training to effectively implement these tools and strategies, resulting in gaps in targeted support and intervention for special education students.

**Problem Statement 5:** L.B. Johnson Elementary has strong leadership and instructional systems in place; however, limited access to mental health resources and staff trained in managing severe behaviors prevents the school from fully supporting students with significant emotional and behavioral needs.

**Root Cause:** Limited funding and a lack of specialized training for staff have restricted the school's ability to provide adequate support for students with severe mental health and behavioral challenges. This results in gaps in services and inconsistent responses to high-needs behaviors.

# School Culture and Climate

## School Culture and Climate Summary

### Johnson Elementary School Survey Analysis

#### Spring 2025 Student Connectedness Survey

Grades 3-5 | 221 Student Responses

#### Executive Summary

Johnson Elementary demonstrates strong performance in academic expectations and teacher support, with several areas outperforming district and elementary school averages. However, student engagement remains a key challenge that requires immediate attention.

#### Key Findings

##### Strengths

- **Rigorous Expectations (78%)**: Significantly above district average (73%)
- **School Safety ECISD (82%)**: Well above district average (74%)
- **Teacher Support**: 78% of students feel adults provide substantial support
- **High Expectations**: 81% report teachers have high expectations (50% say "extremely high")

##### Areas of Concern

- **Student Engagement (47%)**: Below district average (48%) with a 14-point decline
- **Student Excitement**: Only 38% excited about classes (25-point drop from last survey)
- **Rule Following**: Only 30% report students follow rules well
- **Student Respect**: 42% feel respected by peers (concerning peer relationships)

#### Detailed Analysis by Domain

##### 1. Connectedness (60% - Above Average)

- **Positive Trend**: 5-point improvement from last survey
- **Teacher Understanding**: 78% feel supported by adults
- **Belonging**: 57% feel they belong at school
- **Challenge**: Only 57% feel understood by peers

##### 2. Engagement (47% - Below Average)

- **Critical Decline**: 14-point drop from previous survey
- **Low Excitement**: Only 38% excited about attending classes
- **Participation**: 48% excited to participate in class activities
- **Outside Interest**: Only 30% discuss class ideas outside school

3. Rigorous Expectations (78% - Strong Performance)

- **Highest Scoring Domain:** 5 points above district average
- **Teacher Persistence:** 75% report teachers encourage perseverance
- **Explanation Requests:** 79% frequently asked to explain answers
- **Consistent Support:** 76% report teachers ensure understanding

4. School Climate (55% - Slightly Above Average)

- **Teacher Enthusiasm:** 60% observe excited teachers
- **Positive Mood:** 72% report positive school atmosphere
- **Rule Fairness:** 45% view rules as fair (10-point decline)
- **Cleanliness:** 68% rate building as clean

5. School Safety (65% - Above Average)

- **Bullying Online:** 85% unlikely to experience cyberbullying
- **Physical Safety:** 77% report rare physical fights
- **Adult Support:** 68% confident in getting help with bullying
- **Worry Levels:** 65% rarely worry about violence

6. Sense of Belonging (59% - Above Average)

- **Stable Performance:** No change from last survey
- **Adult Support:** Strong at 78%
- **Peer Acceptance:** Weaker at 42%
- **Identity Recognition:** 57% feel understood as individuals

Critical Trends

Positive Changes

- Connectedness improving (+5 points)
- School safety perceptions strengthening (+4 points)
- Teacher expectations maintaining high standards (+4 points)

Concerning Declines

- Student engagement dropping significantly (-14 points)
- Class excitement plummeting (-25 points)
- Rule fairness perceptions declining (-10 points)
- Participation enthusiasm falling (-17 points)

Comparative Performance

Domain	Johnson ES	Elementary Avg	District Avg	Performance
Connectedness	60%	57%	57%	Above Average

Domain	Johnson ES	Elementary Avg	District Avg	Performance
Engagement	47%	48%	48%	Below Average
Rigorous Expectations	78%	73%	73%	Strong
School Climate	55%	53%	53%	Above Average
School Safety	65%	62%	62%	Above Average
School Safety (ECISD)	82%	74%	74%	Strong
Sense of Belonging	59%	55%	56%	Above Average

Johnson Elementary School Staff Survey Analysis

Spring 2025 School-Based Climate Survey  
Staff Survey | 17 Responses

Executive Summary

Johnson Elementary staff demonstrate strong commitment to professional growth and leadership effectiveness, with several domains exceeding district averages. However, significant concerns exist around staff well-being and sense of belonging within the school community.

Key Findings

Strengths

- **Professional Learning (79%)**: Significantly above district average (64%)
- **School Leadership (77%)**: Above district average (70%)
- **Professional Learning About Equity (76%)**: Above district average (66%)
- **Work Meaningfulness**: 100% find their work meaningful and important

Areas of Concern

- **Well-being (58%)**: Below district average (66%) with 19-point decline
- **Belonging (63%)**: Below district average (71%) with 15-point decline
- **High Stress Levels**: 82% report feeling stressed or worried frequently
- **Exhaustion**: 71% feel exhausted frequently or almost always

Detailed Analysis by Domain

1. Professional Learning (79% - Highest Performance)

- **Strong Foundation**: No change from last survey, maintaining excellence
- **Valuable Opportunities**: 88% rate professional development as valuable
- **Colleague Support**: 82% find colleagues' ideas helpful
- **New Strategies**: 94% report learning new job strategies
- **Relevance**: 88% view professional development as relevant to their work

2. School Leadership (77% - Strong Performance)

- **Positive Trend:** 6-point improvement from last survey
- **Communication:** 82% rate leader communication as effective
- **Knowledge:** 94% view leaders as knowledgeable about school operations
- **Rule Development:** 100% effectiveness in creating student learning rules
- **Goal Clarity:** 88% report clear leadership goals
- **Limited Input:** Only 41% feel they have adequate input in important decisions

### 3. Professional Learning About Equity (76% - Above Average)

- **Improving Area:** 9-point increase from last survey
- **Culturally Responsive Practices:** 82% find colleagues helpful
- **Inclusivity Focus:** 71% report frequent opportunities to explore inclusivity
- **Administrative Support:** 76% rate administration as effective in advancing equity

### 4. School Climate (65% - Slightly Below Average)

- **Positive Trend:** 16-point improvement from last survey
- **Staff Trust:** 76% feel trusted to work independently
- **Colleague Attitudes:** 65% view colleague attitudes as positive
- **Future Optimism:** 94% optimistic about school improvement
- **Student Enthusiasm:** Only 53% view students as enthusiastic about school
- **Student Support:** Only 47% see students as supportive of each other

### 5. Feedback and Coaching (65% - Above Average)

- **Significant Improvement:** 21-point increase from last survey
- **Frequency:** 65% receive feedback frequently or almost always
- **Usefulness:** 76% find feedback useful
- **Learning Value:** 76% learn from evaluation processes
- **Thoroughness Gap:** Only 53% view feedback as thorough

### 6. Belonging (63% - Below Average)

- **Concerning Decline:** 15-point drop from last survey
- **Understanding:** 71% feel understood by colleagues
- **Connection:** 65% feel connected to other adults
- **Respect:** 71% feel respected by colleagues
- **Mattering:** Only 47% feel they matter significantly to others
- **Overall Belonging:** 59% feel they belong at school

### 7. Well-being (58% - Lowest Performance)

- **Critical Decline:** 19-point drop from last survey
- **Stress Indicators:** 82% feel worried or stressed frequently
- **Exhaustion:** 71% report frequent exhaustion
- **Frustration:** 76% experience frustration sometimes to almost always

- **Overwhelm:** 76% feel overwhelmed frequently
- **Positive Aspects:** 82% feel happy and 100% find work meaningful
- **Job Satisfaction:** 71% satisfied with their job overall

8. Cultural Awareness and Action (50% - Above Average)

- **Modest Improvement:** 6-point increase from last survey
- **Colleague Consideration:** 50% frequently think about diverse colleague experiences

Critical Trends

Positive Changes

- **Feedback and Coaching:** Major improvement (+21 points)
- **School Climate:** Significant improvement (+16 points)
- **Professional Learning About Equity:** Good progress (+9 points)
- **School Leadership:** Steady improvement (+6 points)

Concerning Declines

- **Well-being:** Significant deterioration (-19 points)
- **Belonging:** Notable decline (-15 points)
- **Staff Stress:** Multiple indicators showing high stress levels
- **Decision Input:** Limited staff voice in important decisions

Staff Wellness Indicators

High Stress Areas

- **Overwhelmed:** 76% experience this frequently
- **Stressed Out:** 82% report frequent stress
- **Worried:** 82% feel worried regularly
- **Exhausted:** 71% frequently exhausted
- **Frustrated:** 76% experience regular frustration

Positive Resilience Factors

- **Work Meaning:** 100% find work meaningful
- **Work Importance:** 100% believe work matters
- **Safety:** 100% feel safe at work
- **Effectiveness:** 71% feel effective in their roles
- **Engagement:** 76% feel engaged at work

Comparative Performance

Domain	Johnson ES	District Avg	Performance	Trend
Professional Learning	79%	64%	Strong	Stable (0)

Domain	Johnson ES	District Avg	Performance	Trend
School Leadership	77%	70%	Above Average	Improving (+6)
Professional Learning About Equity	76%	66%	Above Average	Improving (+9)
School Climate	65%	67%	Slightly Below	Improving (+16)
Feedback and Coaching	65%	61%	Above Average	Major Improvement (+21)
Belonging	63%	71%	Below Average	Declining (-15)
Well-being	58%	66%	Below Average	Major Decline (-19)
Cultural Awareness	50%	43%	Above Average	Improving (+6)

## Organizational Health Patterns

### Professional Capacity

Staff demonstrate strong professional engagement with excellent learning opportunities and effective leadership. The school excels in providing meaningful professional development and maintaining clear leadership direction.

### Interpersonal Dynamics

While staff respect and trust exist, there are concerning gaps in feeling valued and connected. The disconnect between professional effectiveness and personal belonging suggests potential interpersonal or structural issues.

### Workload and Sustainability

The dramatic decline in well-being, combined with high stress indicators, suggests unsustainable workload or insufficient support systems. Despite finding work meaningful, staff are experiencing significant burnout symptoms.

### Decision-Making Culture

Limited staff input in important decisions may contribute to both belonging and well-being concerns, as staff may feel professionally capable but personally undervalued in organizational direction.

## School Culture and Climate Strengths

Johnson Elementary demonstrates a strong and supportive culture for both students and staff, grounded in high expectations, meaningful work, and a commitment to growth. From the student perspective, the campus excels in creating a safe and academically rigorous environment. Students report feeling well-supported by teachers (78%), and 81% recognize that their teachers hold high expectations—well above district averages. Additionally, Johnson boasts strong performance in school safety (65%), with 85% of students reporting low likelihood of cyberbullying and 77% rarely witnessing physical fights. Connectedness is steadily improving, with a 5-point increase since the last survey, and 60% of students now feel positively about their connection to school, surpassing both district and elementary averages.

From the staff perspective, there is a clear sense of professional capacity and instructional excellence. Staff overwhelmingly view their work as meaningful and important (100%), and



professional learning is a standout strength (79%), well above the district average. Equity-focused development and feedback and coaching have shown substantial growth, indicating a culture that values inclusivity and ongoing improvement. School leadership is rated highly for communication and clarity, with a notable 6-point improvement. While challenges remain around well-being and staff belonging, the strong foundation in safety, high expectations, teacher-student relationships, and professional growth reflects a resilient culture committed to academic success and positive school climate.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Despite successful recruitment efforts, L.B. Johnson Elementary continues to face challenges with teacher retention and mid-year staffing disruptions, particularly in early grade levels, which can impact instructional continuity and student achievement.

**Root Cause:** Several teachers were not prepared for the high expectations of the campus and larger class sizes. This led to resignations and staffing changes, particularly in the lower grade levels.

**Problem Statement 2:** Survey results show that 58.1% of parents are rarely or never asked for input on school decisions, and 48.8% feel overwhelmed by too much information. These challenges reduce opportunities for meaningful engagement and limit parents' ability to effectively partner with the school.

**Root Cause:** Although most decisions are made through the PTA and multiple communication channels are in place, many families may not be fully aware of or connected to these structures. As a result, some parents feel excluded from decision-making and overwhelmed by untargeted or duplicative messaging.

**Problem Statement 3:** Johnson Elementary is experiencing a significant decline in student engagement and peer connectedness. Only 47% of students report feeling engaged--below the district average--with a 14-point drop since the last survey.

**Root Cause:** The decline in student engagement and peer connectedness at Johnson Elementary appears to stem from a lack of sustained opportunities for student voice and social-emotional skill development within the school day.

**Problem Statement 4:** L.B. Johnson Elementary has strong leadership and instructional systems in place; however, limited access to mental health resources and staff trained in managing severe behaviors prevents the school from fully supporting students with significant emotional and behavioral needs.

**Root Cause:** Limited funding and a lack of specialized training for staff have restricted the school's ability to provide adequate support for students with severe mental health and behavioral challenges. This results in gaps in services and inconsistent responses to high-needs behaviors.

**Problem Statement 5:** Intentional damage to Chromebooks by some students has become a recurring issue, leading to loss of instructional time, increased repair costs, and reduced access to essential learning tools across the campus.

**Root Cause:** A lack of consistent accountability at home, including limited parental involvement in addressing and reinforcing consequences for destructive behavior, contributes to repeated incidents of students intentionally damaging school-issued Chromebooks.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

At the beginning of the school year, two Kindergarten teachers resigned, citing concerns about large class sizes. These positions were immediately filled by experienced Instructional Facilitators.

Early in the year, one 2nd grade teacher was identified as ineffective. She chose to resign rather than be placed on a growth plan. This teacher's position was promptly filled with a certified teacher.

The 4th Grade Multi-Classroom Leader (MCL) resigned at the end of the school year to pursue an alternate career path. Additionally, one 1st grade teacher resigned at year's end and was replaced by a Reach Associate already serving on campus. The reach associate will become a District of Innovation teacher.

Two 2nd grade teachers transferred to other campuses. One of these positions was filled by a certified teacher, and the other by a District of Innovation teacher.

In the Physical Education department, one coach transferred to another campus and was replaced by a certified P.E. teacher.

Within the Special Education team, one teacher resigned from the district, and another was promoted to Assistant Principal Apprentice. As required by the program, she transferred to a different campus. Both positions were filled by certified special education teachers.

A committee was formed to recruit high quality teachers and staff. The committee consisted of 2 teachers, 1 staff, the assistant principal, and principal. The majority of the perspective candidates were required to:

- A. Have a phone screening
- B. Conduct a panel interview
- C. Conduct a model teaching lesson of 7 minutes.
- D. Provide references

Applicants were asked questions about: Small Group, Data Driven Instruction, Technology, Classroom Management, and Equity. The candidates were also asked questions about attendance and team work. During the hiring process, applicants were required to conduct a model teach lesson. Applicants were told about the realities of LBJ Elementary School. Candidates were informed of the campus rating. Candidates were told that the work would be intense and tasking. References were checked and final on-boarding decisions were made. Teachers were informed of pre-service training in July and August.

Recruitment of teachers started March 2025. Campus relied on recruiting efforts done through campus mostly. Recruitment tools such as @LBJElementary Twitter and Facebook page helped. Postings were also placed on Indeed.com.

The 2024-2025 front office staff, custodians, and chef staff have elected to return to LBJ Elementary School.

## Staff Quality, Recruitment, and Retention Strengths

L.B. Johnson Elementary demonstrated strong staffing resilience and strategic recruitment during the 2024–2025 school year. All vacancies were quickly filled with qualified educators, including certified teachers, District of Innovation hires, and internal talent. A dedicated hiring committee ensured a rigorous, values-aligned selection process. Early recruitment efforts, combined with effective use of social media and campus-led outreach, helped attract high-quality candidates. The return of all front office, custodial, and chef staff further reflects the school’s positive culture and strong staff retention.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Despite successful recruitment efforts, L.B. Johnson Elementary continues to face challenges with teacher retention and mid-year staffing disruptions, particularly in early grade levels, which can impact instructional continuity and student achievement.

**Root Cause:** Several teachers were not prepared for the high expectations of the campus and larger class sizes. This led to resignations and staffing changes, particularly in the lower grade levels.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

L.B. Johnson Elementary School must utilize the below prescribed curriculum in the content areas of Reading, Math, Science, and Social Studies.

Reading	Math	Science	Social Studies
Intro To Reading Houghton Mifflin Hartcourt	Pearson Envision	McGraw Hill	Pearson Textbooks
LLI Kits	Lonestar Math	Legends of Learning	Artificial Intelligence Applications
NewsELA/Go Formative	Do The Math	NewsELA	Social Studies Weekly
Lonestar Reading	Count Down to STAAR		
Curriculum Associates-I-Ready	MAPS Skills		
MAP Skills	Curriculum Associates-I-Ready		
Summit K-12 Listening and Speaking	ST Math		
Mindplay	Mindplay		

Teachers are required to utilize the ECISD Reading, Math, Social Studies, and Science Frameworks. Teachers have been instructed to only utilize district approved resources. Teachers are required to utilize the following models for lesson planning: Reading-HMH Lesson Plan Template, Math-ECISD Modified Lesson Plans, and for Science-5E Model Lesson Plan templates.

Teachers are required to follow the assessment calendar which is provided within the L.B. Johnson Elementary School Assessment Calendar.

Teachers will be required to follow the following regime to meet the requirements of the blended learning initiative:

Product	Duration	Grade Level	When
MyMathAcademy	25 minutes per day	K-2	Intervention; Workstations; Homework
Summit K-12	60 minutes per week	K-5 ELL Students	Intervention; Workstations; Library Science; Homework; ELD Time
Epic	2 books or more per month	K-5 All Students	Intervention; Workstations; Library Science; Homework
I-Ready	30 minutes per day	K-5	Intervention; Workstations
ST Math	90 minutes per week	3rd-5th	Intervention; Workstations

Product	Duration	Grade Level	When
IXL	20 minutes per day	K-5th Grade	Intervention; Workstations

L.B. Johnson Elementary School will continue to focus on Blended Learning and AVID.

### Curriculum, Instruction, and Assessment Strengths

L.B. Johnson Elementary demonstrates strong instructional alignment and curriculum fidelity by requiring teachers to implement only district-approved resources across all core content areas. The school utilizes a comprehensive range of research-based programs and digital tools in Reading, Math, Science, and Social Studies, including HMH, Pearson Envision, McGraw Hill, i-Ready, MyMath Academy, ST Math, and NewsELA. Teachers follow structured lesson planning models tailored to each content area, such as the HMH Lesson Plan Template for Reading and the 5E Model for Science, ensuring consistency and alignment with ECISD instructional frameworks. These practices have contributed to improved MAP and STAAR scores for the 2024–2025 school year, reflecting the effectiveness of the curriculum, instructional processes, and technology integration.

The school also demonstrates a strong commitment to innovation through its continued focus on Blended Learning and AVID strategies. A clearly defined blended learning regimen outlines platform usage by grade level, duration, and instructional context, ensuring technology is used with purpose and accountability. Programs such as Summit K–12, Epic, IXL, and ST Math are integrated into daily routines to reinforce core skills and support differentiated instruction. This structured and strategic use of technology enhances student engagement, promotes personalized learning, and reflects the school’s forward-thinking instructional vision, all of which have played a key role in elevating student achievement on standardized assessments.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Although L.B. Johnson Elementary shows strong growth in upper grades, data reveals gaps in early-grade achievement and among special populations. In math and reading, 28-32% of students perform below average, with foundational grades (K-2) showing lower growth and proficiency.

**Root Cause:** These gaps are primarily due to inconsistent teaching methods in primary grades, limited teacher capacity to deliver differentiated instruction, and a lack of rigor in the early-grade curriculum. As a result, foundational skills are not being developed consistently, leading to long-term performance disparities.

**Problem Statement 2 (Prioritized):** Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 33% of students met STAAR standards, with 11% mastering content. Grade 5 showed minimal improvement, with just 34% meeting expectations and 11% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards.

**Root Cause:** Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.

# Family and Community Engagement

## Family and Community Engagement Summary

### Parent Communication Survey Summary (86 Responses)

#### 1. Overall Communication Quality

- **Very Well / Muy bien:** 51.2% (44)
- **Well / Bien:** 27.9% (24)
- **Average / Regular:** 15.1% (13)
- **Poor or Very Poor:** 6% (5)

*Most families report that the school communicates well or very well.*

#### 2. Frequency of Teacher Communication

Frequency	%	Count
Weekly	38.4%	33
Monthly	7%	6
Only when there's a problem	33.7%	29
Rarely	17.4%	15
Never	3.5%	3

*Many parents report communication happens only when issues arise.*

#### 3. Clarity and Helpfulness of Information

- **Very clear and helpful:** 68.6% (59)
- **Somewhat clear:** 22.1% (19)
- **Confusing or not helpful:** 9% (8)

*Most families find the information from teachers clear and helpful.*

#### 4. Response Time When Contacting School

- **Within same day:** 70.9% (61)
- **1–2 days:** 19.8% (17)
- **A week or longer:** 5.8% (5)

*Strong responsiveness overall.*

## 5. Satisfaction with Timeliness of Response

- **Very satisfied or satisfied:** 74.4% (65)
- **Neutral:** 16.3% (14)
- **Dissatisfied or very dissatisfied:** 9.3% (8)

## Effective Communication Methods

*(Parents could select multiple options)*

Method	Count	%
Text Messages	67	77.9%
Emails	44	51.2%
Phone Calls	42	48.8%
School App / Newsletters	22	25.6%
Website	14	16.3%
Social Media	19	22.1%
Parent Meetings	16	18.6%

*Text messages are the most preferred form of communication.*

## Top Communication Challenges

Challenge	%	Count
Too much information	48.8%	42
Not enough updates	23.3%	20
Not clear	18.6%	16
Not timely	12.8%	11

Challenge	%	Count
Language barriers	7%	6

*Balance and clarity of communication needs attention.*

## Involvement & Feedback

### Events That Helped Families Feel Informed

Event	%	Count
Parent-Teacher Conferences	46.5%	40
Back-to-School Night	27.9%	24
PTA Meetings	25.6%	22
Workshops for Parents	19.8%	17
None	31.4%	27

### Comfort Giving Feedback

- **Very comfortable or somewhat comfortable:** 85% (73)
- **Not comfortable or feel school doesn't want feedback:** 15% (13)

### Asked for Input on School Decisions:

- **Rarely or never:** 58.1% (50)
- **Occasionally or regularly:** 41.9% (36)

*Parents want more opportunities to provide input on decisions.*

### Does the School Listen to Feedback?

- **Yes or Sometimes:** 79% (68)
- **No or Not Sure:** 21% (18)

## Staff Ratings *(Out of 5)*



Role	Avg Rating	% Rated 5
Teachers	4.44	66.3%
Administrators	4.17	61.6%
Front Office	4.33	65.1%

*High satisfaction with all staff roles.*

**L.B. Johnson Elementary is committed to fostering strong partnerships between families, the school, and the broader community through a wide range of engagement opportunities.**

One of the most beloved traditions is the *Medieval Lunch*, offered Monday through Thursday, where parents are welcome to share lunchtime with their children in a warm, welcoming environment. In addition to this daily opportunity, the school hosts a variety of annual and seasonal events that encourage family participation and celebrate community.

Signature events include the **Color Run**, **Meet the Teacher Night**, **Building Capacity Meetings**, and the **PTA Parent Registration Drive**. Families also participate in culturally rich celebrations such as **Hispanic Heritage Month**, **Black History Month**, and **Veterans Day Activities**.

L.B. Johnson also hosts themed literacy and math nights, such as **Green Eggs and Ham Day**, **STEM Family Night**, and **Family Game Night**, which are designed to engage families in academic learning in fun and interactive ways.

Other cherished events include:

- **Daughter and Her Knight** Dance
- **Dads and Donuts**
- **Mother's Day Tea**
- **Grandparents Day Celebration**
- **Winter Wonderland Family Night**
- **Fall Festival**
- **100th Day of School Parade**
- **Field Day**
- **Career Day** with community speakers
- **Community Clean-Up Day**
- **Book Fairs with Family Shopping Hours**

**Volunteerism is also a key pillar of engagement at LBJ.** Parents and community members are encouraged to participate in classroom support, library assistance, campus beautification projects, mentoring programs, and event planning committees. Regular volunteer orientations ensure that families are prepared and welcomed into service.

Through these rich and varied opportunities, L.B. Johnson continues to build a strong, collaborative environment where parents and community members play an active role in supporting student success and school culture.

## **Family and Community Engagement Strengths**

### **Family and Community Engagement Strengths**

L.B. Johnson Elementary demonstrates a strong commitment to building meaningful partnerships with families and the broader community. Survey data shows that a majority of parents feel the school communicates effectively, with over 79% indicating that communication is either "very well" or "well." The school is especially responsive, with 71% of parents receiving replies the same day they reach out. Parents also report high levels of satisfaction with staff, rating teachers, administrators, and front office personnel above 4.1 out of 5 on average. Text messaging is the most effective communication tool, and parents overwhelmingly find teacher communication to be clear and helpful. These strengths reflect a school culture that values transparency, responsiveness, and strong relationship-building.

Beyond communication, L.B. Johnson fosters family engagement through an impressive array of inclusive events and volunteer opportunities. From daily Medieval Lunches to annual events like the Color Run, Meet the Teacher Night, Veterans Day, and cultural celebrations, families have frequent and meaningful ways to connect with the school. Academic engagement is also a priority, with themed nights such as STEM Night and Family Game Night designed to make learning fun and collaborative. The school's open-door approach to volunteering—whether through classroom support, mentoring, or planning events—ensures families are active contributors to student success. These practices exemplify a school community that is welcoming, inclusive, and focused on building capacity through family and community partnerships.

## **Problem Statements Identifying Family and Community Engagement Needs**

**Problem Statement 1:** Intentional damage to Chromebooks by some students has become a recurring issue, leading to loss of instructional time, increased repair costs, and reduced access to essential learning tools across the campus.

**Root Cause:** A lack of consistent accountability at home, including limited parental involvement in addressing and reinforcing consequences for destructive behavior, contributes to repeated incidents of students intentionally damaging school-issued Chromebooks.

**Problem Statement 2:** Survey results show that 58.1% of parents are rarely or never asked for input on school decisions, and 48.8% feel overwhelmed by too much information. These challenges reduce opportunities for meaningful engagement and limit parents' ability to effectively partner with the school.

**Root Cause:** Although most decisions are made through the PTA and multiple communication channels are in place, many families may not be fully aware of or connected to these structures. As a result, some parents feel excluded from decision-making and overwhelmed by untargeted or duplicative messaging.

# School Organization

## School Organization Summary

L.B. Johnson Elementary School is dedicated to fostering an educational environment that emphasizes academic excellence and holistic development. The school benefits from strong leadership and a comprehensive curriculum, ensuring that students are well-prepared for future academic and personal success.

### 1. Leadership and Instructional Support:

- **Anthony Garcia, EDL:** Anthony Garcia provides support as the EDL, focusing on culture and climate of the student body.
- **Dr. Zenovia Crier, Principal:** Dr. Zenovia Crier brings a wealth of instructional knowledge and a data-focused approach to her role as principal. She is coachable and open to innovative ideas, fostering a dynamic and progressive school culture.

### 2. Comprehensive Curriculum:

- **Diverse Subject Offerings:** The school delivers a wide-ranging curriculum that includes Social Emotional Learning (SEL), Reading, Writing, Math, Science, Social Studies, Physical Education, Music, and Library Science. This broad curriculum ensures that students receive a well-rounded education that nurtures both their academic and personal development.
- **One-to-One Technology:** The campus is equipped with one-to-one technology, ensuring that each student has access to the digital tools necessary for modern learning. This technological integration supports personalized learning and prepares students for a technologically advanced world.

### 3. Challenges and Areas for Improvement:

- **Mental Health For Struggling Students:** A significant challenge facing the campus is the unmet mental health needs of a portion of the student body. While staff work diligently to support all students, the school lacks sufficient resources, including a limited number of counselors and specialized personnel trained to address severe behavioral and emotional challenges. This gap hinders the school's ability to provide consistent, targeted support for students struggling with mental health, which can impact both individual well-being and the overall learning environment.

## TEACHER EXPECTATIONS-Non-Negotiable

- **Instructional time** is sacred; every day is a day for teaching and learning.
- **Punctuality:** Arrive on time daily; Pick up and drop off students on time.
- **Supervision:** Students are to be supervised at all times (No students are to be left unattended).
- **Be engaged in the learning:** This means in close proximity to wherever students are learning whether standing or sitting.
- **Clean and Inviting Classrooms:** Rooms should be cleaned, organized, and prepared at the start of each instructional day. Environment checklist will be provided.
- **Reinforce Learning:** Consistently display current student work in and out of your classroom; Ensure that TEKS, Dates, and Feedback are visible on student work. **DO NOT STAPLE, TAPE OR STICK ON WALLS; UTILIZE COMMAND STRIPS OR BULLETIN BOARDS.** This helps to preserve the hallway paint and allows for easy posting.
- Be prepared and proactive for your instructional day; **BEGIN WITH THE END IN MIND.**
- **Lesson plans** must be uploaded to Eduphoria each Friday by 5:00 p.m. Teachers must check for feedback from administrator on Monday by 5:00 p.m. to make adjustments.
- **Substitute binders** must be available, updated, and maintained each six weeks. Substitute binders should include:
  - Class Rosters

- Rules and Routines
- School Emergency Procedures and Drills
- Insights into Student Behavior and Past Problems
- Health Concerns
- Seating Charts
- Map of the School
- Names of Helpful Students
- Technology Tips
- Two Days of Work
- Split Class Roster
- **Tame Your Technology:** Silence or turn all electronic devices off during instructional times, faculty meetings, and PLC's. Do not walk the halls using cell phones or wearing a Bluetooth device. Utilize your phone for personal reasons (texting/leisure) during non-instructional time. If you have an emergency or need to contact a parent, please notify the main office and ask for coverage or wait until your next non-instructional moment (no students).
- **Mutual Respect:** Yelling, negative sarcasm/insults, or profanity towards students, parents or staff members are not permitted. Maintain the highest level of professionalism at all times.
- **Privacy:** Discussions of behavior and/or personal issues of students, parents, or other Ector County ISD personnel should not take place in open areas such as the office, lobby, or hallways.
- **Documentation:** must be current and accurate, i.e. Grade book, attendance, parent contacts, and discipline referrals.
- **Collaboration:** During PLC and Department time – **Be on time** and prepared for collaboration; Agendas and sign in sheets must be submitted from each meeting.
- **Effective Use of Personal Planning Time:** This time should be used for parent-teacher conferences, grading papers, instructional preparation, and planning. PLCs will occur once per week.
- **Maintenance of Materials and School Supplies:** Make use of and protect the materials and supplies already available on the campus.
- **Meaningful and Engaging Activities:** Work should be grade level appropriate, engaging, and aligned with curriculum and goals.
- **Hallway Transitions:** Students should be escorted and monitored by a teacher; silent and in a single line when passing through learning areas. This includes morning dismissal, to and from lunch, electives, after school dismissal and passing periods. Utilize campus one liners to redirect students.
- **Master Schedule:** Ensure that you follow the master schedules. There will not be alterations of schedules. Plan and teach and engage students according to the allotted time within the master schedules.
- **Greeting Students at the Door:** Teachers must greet each student that enters his/her doors.
- **Call or Email Parents Back Within 24 hours.** Teachers must call parents back within 24 hours. One call or email per every two weeks regarding student doing something positive.

### **INSTRUCTIONAL EXPECTATIONS-Non Negotiable**

- **Daily Objective** - Specially written on the board stating what students will learn and master. Board configuration will be provided. Ensure that your board is updated according to the lesson plans.
- **Homework/Classwork** – Students should be assigned homework in the content area no more than two (2) times a week. Remember, digital resources can be used as a homework assignment. Homework is used as small group, reinforcement, and enrichment purposes. Classwork must be completed in class. If classwork is taken home by students, then it is considered homework.
- **Collaborative Planning** – Be present and an active participant at team meetings.
- **Student Work** - All classrooms must have a section designated for student authentic products (no worksheets). Products should be quality and up to date.
- **Student Data** – Current student data must be posted and/or readily accessible in the classroom. Student data is used to drive instruction and plan interventions. Students must also have their personnel data within their notebooks or folders. When questioned, students should be able to articulate aspects of their goals and data when prompted.
- **Notebooks and/or Binders** - Must be maintained for each respective subject. Notebooks must include dates, titles, TEKS, and feedback.
- **Word Wall/Sound Wall** – Every class should have a functional/on-going Word Wall/Sound Wall. They are created as part of the instructional process and not as decoration.

**Word walls/Sound Walls must be used interactively as part of instruction.**

- **Orderly Space** – All rooms must be neat and well organized daily according to the classroom setup protocol. Environment checks will be conducted on all classrooms spaces.
- **Lesson Plans** – Plans are required weekly and should be submitted in Eduphoria. Lesson plans should be submitted by 5:00 PM on Friday. **Lesson plans should also be posted by the entrance door inside the classroom.** Teacher should also have lesson plans available when conducting lessons. Teachers are to implement feedback and edit lesson plans by end of day the following Monday.
- **Print-Rich Environment** - All classrooms must be print-rich and student-friendly. Anchor charts and other visuals must be posted at eye level and reflect current concepts being taught.
- **Anchor Charts** - The purpose of an anchor chart is to anchor the teaching and learning that is happening in your classroom. Anchor charts should be reflective of the work that you and your students are doing. Anchor charts must be at eye level and referenced during instruction by both the teacher and the student.
- **Instruction** – Lessons must be interactive, engaging, and student centered. All teachers must follow the Pacing Calendar and Ector County ISD Curriculum Documents to plan and deliver weekly sequenced lessons. Teachers will participate in “At-Bats” and other instructional protocols during weekly PLC meetings. Teachers must follow content area essential elements as outlined by department administrator/appraiser for areas such as testing, progress monitoring, guided reading, intervention, and lesson delivery.
- **Grades** - Each teacher must update grade-books weekly with the minimum grade requirement of two grades per week for their subject/grade. Each student should have a minimum of 2 grades per week in Math, 2 grades per week in ELA and 1 grade per week in either Science and/or Social Studies. Electives should keep track of grades based on class participation, projects, and performances. The activity for the grade must be indicated. **Grades must be entered by Friday. No Exceptions.** Parents must be informed of failing grades. If a student has 2 consecutive failing grades, parent and campus counselor must contact parents. Progress reports will be sent to parents every three weeks. There should be no surprises with grading as parents will be well informed of student progress. The SIR clerk will review grades weekly for compliance. **If your grades are not posted by Friday, 5:30, you will receive written documentation.** Ensure that you provide students with a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. E, S, N, and U will be used in Kindergarten, fine arts, health, music, and PE. Numeric symbols will be used for grades 1-5.
- **Morning Routine/Do Now** – Teachers should stand at the door and greet students at threshold. Each student should complete a Do Now upon entering the classroom. Students should be aware of the routines and procedures. The Do Now should be a spiral TEK or a skill taught during intervention. Students must be able to complete the Do Now with little or no assistance. Do Now must be complete within 8 minutes.
- **Technology**- Use Elmo projector, smart computer, or other forms of technology to deliver instruction. Projector and SMART boards should be turned completely off when not in use.
- **Small Group Instruction** – Small group instruction should take place in all classes every day. During small group time, students are grouped according to need and teachers should work with them in no less than 15-minute increments on non-mastered material. The small groups should be no more than five students. Do not have one-three students at the table. The small group skill should be clearly identified within the lesson plan. The small group instruction must be different from the initial delivery mode of the TEKS. Teachers should systematically take anecdotal notes on student performance while students are at the small group area.
- **Centers/Workstations** – Each Math and Reading class should have no less than 4 centers/workstations (not including “working with teacher”). Centers/Workstations should be updated regularly and include an accountability piece. Centers/Workstations must be labeled, and models must be provided.

## Organizational

Professional Learning Communities (PLCs) will be conducted once per week. PLCs will focus on Data Driven Instruction (DDI) protocol as well as backwards planning model. PLCs will also be learning PLCs. The first months of PLCs will focus on Teach Like a Champion (TLAC), and T-TESS processes and procedures.

Walkthroughs with feedback will be provided to teachers once per week. Coaching will also be provided. Additional support through HUB for Helpers will be provided to teachers in the areas of ELAR and Math. HUB for Helpers is a consulting company.

The campus master schedule will be strictly followed. Students will have a Reading block (120 plus minutes) and Math blocks (120 plus minutes). All students will have an intervention block (Knights of the Round Table) 30 minutes daily. The intervention block will be based on student's academic ability. All students will have 15 minutes of Social-Emotional Learning (SEL) twice per week. Students will also have alternate days for Science and Social Studies. All students in K-5th grade will be required to conduct Science Labs in the lab.

Students will have Special topics daily. Our Specials consists of: Physical Education, STEM Lab, Music, Library Science, and Strings. Students that struggle with reading will have two days of library science. In addition to specials, students will complete 15 minutes of recess daily.

2nd, 3rd, and 4th Grade students will receive support from a Reach Associate.

Special Education students will be serviced by the Special Education Resource teacher and a full-time aide. These students will also be serviced during small group instruction time and the Knights of the Round Table (Intervention).

### **Administrative Team**

The administrative team will follow a coaching schedule. Each teacher and teacher's aide will be provided with coaching and development once per week. All administrators will spend 90% of their time within classrooms ensuring that effective lessons are being rendered. MCLs will facilitate PLCs and Structured Planning Time. Leadership will meet weekly to determine course of action for the following week for teacher development.

### **L.B. Johnson Elementary School Behavior Management Plan**

The primary purpose of this discipline plan is to promote a more positive and productive atmosphere here at L.B. Johnson Elementary School while teaching students life-long decision-making skills. This plan is built on student self-reflection of behaviors that can either promote or inhibit their academic success. Through reflection of these behaviors, students can begin to choose positive behaviors more often, increasing the academic success of all students.

The plan is proactive in that it allows students to take control of their behavior. It provides students tools to assess their own academic and behavioral goals and to make decisions to better meet those goals. The plan is reactive in that it provides a consequential step process to address negative student behaviors, but it provides resources to teach students how to alter their behavior for long-term change and benefit. In this way students can begin to see intrinsic value to positive decision-making rather than merely changing behavior in the short term, hoping to avoid punishment.

This plan is aimed at empowering classroom teachers to teach all their students. It allows flexibility for the classroom teachers to choose how to best handle situations for them first, but it also allows for another adult to guide the student through the reflective decision-making process while the classroom teacher is teaching the remainder of the students in class.

**The campus mostly utilizes Positive Behavioral Incentives Supports. Our main program is Focus Student Portal-Behavior.**

### **School Organization Strengths**

One of the key strengths of L.B. Johnson Elementary's Behavior Management Plan is its proactive and student-centered approach that emphasizes reflection, responsibility, and long-term behavioral growth. By integrating Positive Behavioral Interventions and Supports (PBIS) and utilizing the Focus Student Portal-Behavior system, the school promotes consistent expectations and rewards positive choices, helping students build self-regulation and decision-making skills. This approach empowers teachers to maintain instructional focus while still addressing individual behavioral needs through structured support. The plan fosters a positive school culture where students are not only held accountable for their actions but are also taught how to grow from them.

### **Problem Statements Identifying School Organization Needs**

**Problem Statement 1:** L.B. Johnson Elementary lacks sufficient tools and resources specifically designed to address the unique learning needs of special education students, limiting the school's ability to provide targeted support and interventions that are essential for their academic growth and success.

**Root Cause:** Although the Special Education department has established programs to support students, many teachers have not received adequate training to effectively implement these tools and strategies, resulting in gaps in targeted support and intervention for special education students.

# Technology

## Technology Summary

L.B. Johnson Elementary School is committed to integrating advanced technology into its educational framework, ensuring that both students and staff have access to modern tools that enhance learning and teaching. The school's comprehensive technology infrastructure includes the following key components:

### 1. Student and Adult One-to-One Devices:

- **Student One-to-One:** Each student is provided with a personal device, ensuring that they have continuous access to digital learning resources and tools necessary for their education.
- **Adult One-to-One:** Each staff member is equipped with their own device, facilitating efficient planning, instruction, and communication.

### 2. Adult iPads:

- Teachers and staff have access to iPads, providing them with flexible, portable technology to enhance instructional delivery and administrative tasks.

### 3. Classroom Technology:

- **Promethean Boards:** Every classroom is equipped with a Promethean Board, enabling interactive and dynamic lessons that engage students and support diverse learning styles.
- **Speakers:** Some classrooms are fitted with speakers to enhance audio during presentations, ensuring that all students can hear clearly and participate fully.

### 4. Specialized Learning Environments:

- **STEM Lab Technology:** The school features a STEM lab equipped with advanced technology, fostering hands-on learning and encouraging students to explore science, technology, engineering, and mathematics concepts.

### 5. Communication and Presentation Tools:

- **Informational Monitors:** These monitors are placed throughout the school to provide real-time updates, announcements, and information, keeping students and staff informed.
- **Presentation Clickers:** Available to staff for seamless presentations and interactive lessons, enhancing the effectiveness of instructional delivery.

## Technology Strengths

L.B. Johnson Elementary School's robust technology infrastructure supports a modern, interactive, and engaging educational environment. By providing one-to-one devices for students and staff, equipping classrooms with advanced tools, and fostering specialized learning through a well-equipped STEM lab, the school ensures that all members of its community are well-prepared for the demands of the digital age.



# Priority Problem Statements

**Problem Statement 1:** Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 33% of students met STAAR standards, with 11% mastering content. Grade 5 showed minimal improvement, with just 34% meeting expectations and 11% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards.

**Root Cause 1:** Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.

**Problem Statement 1 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

**Problem Statement 2:** Although L.B. Johnson Elementary shows strong growth in upper grades, data reveals gaps in early-grade achievement and among special populations. In math and reading, 28-32% of students perform below average, with foundational grades (K-2) showing lower growth and proficiency.

**Root Cause 2:** These gaps are primarily due to inconsistent teaching methods in primary grades, limited teacher capacity to deliver differentiated instruction, and a lack of rigor in the early-grade curriculum. As a result, foundational skills are not being developed consistently, leading to long-term performance disparities.

**Problem Statement 2 Areas:** Student Achievement - Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-P ESS data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Action research results

# Board Goals

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

**Performance Objective 1:** By May 2026, students in 3rd, 4th, and 5th grade will demonstrate improved reading proficiency as measured by an increase in the percentage of students meeting grade-level performance standards on the STAAR examination. Specifically, 3rd grade students will increase their Meets Performance from 41% to 46%, 4th grade students from 39% to 44%, and 5th grade students from 64% to 69%.




**High Priority**







**HB3 Board Goal**








**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

**Evaluation Data Sources:** STAAR, Campus Based Assessments, Short Cycle Assessments, I-Ready Diagnostics.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During small group instruction, all students will engage with texts that are 0.5 to 1.0 grade levels above their diagnostic reading placement to promote academic rigor, build reading stamina, and accelerate growth toward grade-level proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> As a result of consistent exposure to texts that are 0.5 to 1.0 grade levels above students' diagnostic placement, students will develop stronger comprehension skills, expand academic vocabulary, and demonstrate measurable growth in reading proficiency. This approach is expected to increase the percentage of students reaching or exceeding grade-level standards on formative assessments and end-of-year benchmarks.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>	 <p>Discontinue</p>	 <p>Discontinue</p>	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All students in grades K-5 will engage in daily writing tasks across all content areas. Bi-monthly writing samples will be collected from each grade level and subject area to monitor student progress and inform instruction. Additionally, teachers will conduct at least one writing conference with each student during the bi-monthly period to provide individualized feedback, support skill development, and promote writing growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent daily writing practice combined with bi-monthly writing sample collection and individualized teacher conferences will lead to improved writing fluency, organization, and content development across all grade levels. Students will demonstrate measurable growth in writing proficiency, as evidenced by rubric-aligned assessments, increased performance on district and state writing benchmarks, and stronger written communication across subject areas.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress	 Discontinue	 Discontinue	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will engage in MindPlay Reading for 20 minutes each day, five days per week. Consistent daily practice builds reading fluency, strengthens comprehension, and ensures reading growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent utilization of Mindplay Reading will result in one years worth of growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 <b>Funding Sources:</b> Mindplay Studio - Title One School- Improvement - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress	 Discontinue	 Discontinue	

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> During the Science of Reading Part 1 training with Strobel Education, teachers will learn the research-based foundations of how students learn to read and why evidence-based practices matter. They will explore the Simple View of Reading, which highlights the connection between decoding and language comprehension, and study the five essential pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be equipped with evidence-based strategies from the Science of Reading to improve student literacy and ensure all learners build strong reading foundations.</p> <p><b>Staff Responsible for Monitoring:</b> MCLs, MTRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.53</p> <p><b>Funding Sources:</b> Training for Consultant Strobel Learning - Title One Instructional Continuity - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Moderate Progress</p>	 <p>Discontinue</p>	 <p>Discontinue</p>	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

**Performance Objective 2:** By May 2026, students in 3rd, 4th, and 5th grade will increase their Meets Performance in math proficiency as evidence by the STAAR Examination. Specifically, 3rd grade students will improve from 36% to 41%, 4th grade students from 33% to 38%, and 5th grade students from 34% to 39%.





**High Priority**

**Indicators of Success:**








Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

**Evaluation Data Sources:** STAAR, STAAR Release, Campus Based Assessments, Short Cycle Assessments, I-Ready Diagnostics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Begin math instruction with hands-on manipulatives to build conceptual understanding and engage students in concrete learning experiences. Gradually transition from manipulatives to visual representations and abstract problem-solving to strengthen number sense and mathematical reasoning.</p> <p><b>Strategy's Expected Result/Impact:</b> Using hands-on manipulatives at the start of math instruction will enhance students' conceptual understanding by making abstract concepts tangible. This approach increases student engagement, promotes deeper mathematical reasoning, and lays a strong foundation for mastery of grade-level standards. As a result, students are expected to demonstrate improved problem-solving skills, greater confidence in math, and measurable growth in math proficiency on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2</p>	<div><div></div></div> <div>Some Progress</div>			

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implement small-group differentiated instruction based on ongoing formative assessments to target specific skill gaps and accelerate learning. <b>Strategy's Expected Result/Impact:</b> Implementing small-group differentiated instruction informed by ongoing formative assessments will allow teachers to address individual student needs more effectively, targeting specific skill gaps. This tailored approach accelerates learning by providing focused support and challenges at the appropriate level, leading to increased student engagement, higher mastery of math concepts, and improved overall math proficiency as reflected in formative and summative assessments. <b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 Moderate Progress			
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide teachers with regular opportunities to practice math lesson delivery through "at-bats" during PLCs or coaching cycles. These practice sessions will focus on modeling effective instructional strategies, refining questioning techniques, and ensuring alignment to lesson objectives. Feedback from instructional coaches or peers will be used to strengthen lesson delivery and promote consistent, high-quality math instruction across classrooms. <b>Strategy's Expected Result/Impact:</b> Providing teachers with regular "at-bats" to practice and refine math lesson delivery will lead to more consistent, high-quality instruction across classrooms. As teachers improve their instructional clarity, pacing, and use of questioning, students will experience more effective and engaging math lessons. This is expected to result in increased student understanding of core math concepts, stronger classroom discourse, and measurable gains in math proficiency on both classroom-based and standardized assessments. <b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal  <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress	 Discontinue	 Discontinue	



Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 4:</b> All grade levels will dedicate 10 minutes daily to targeted practice of basic math facts, including addition, subtraction, multiplication, and division as developmentally appropriate. This structured, consistent practice will be embedded into the daily math routine to build automaticity, accuracy, and confidence in foundational math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily dedicated practice of basic math facts will improve students' speed and accuracy in computation, leading to greater automaticity and reduced cognitive load during problem-solving. As a result, students will be able to engage more confidently and efficiently with higher-order math tasks, contributing to improved overall math performance and growth on formative assessments and standardized tests.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	 Moderate Progress	 Discontinue	 Discontinue	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Although L.B. Johnson Elementary shows strong growth in upper grades, data reveals gaps in early-grade achievement and among special populations. In math and reading, 28-32% of students perform below average, with foundational grades (K-2) showing lower growth and proficiency. <b>Root Cause:</b> These gaps are primarily due to inconsistent teaching methods in primary grades, limited teacher capacity to deliver differentiated instruction, and a lack of rigor in the early-grade curriculum. As a result, foundational skills are not being developed consistently, leading to long-term performance disparities.</p> <p><b>Problem Statement 2:</b> Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 33% of students met STAAR standards, with 11% mastering content. Grade 5 showed minimal improvement, with just 34% meeting expectations and 11% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards. <b>Root Cause:</b> Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.</p>
Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> Although L.B. Johnson Elementary shows strong growth in upper grades, data reveals gaps in early-grade achievement and among special populations. In math and reading, 28-32% of students perform below average, with foundational grades (K-2) showing lower growth and proficiency. <b>Root Cause:</b> These gaps are primarily due to inconsistent teaching methods in primary grades, limited teacher capacity to deliver differentiated instruction, and a lack of rigor in the early-grade curriculum. As a result, foundational skills are not being developed consistently, leading to long-term performance disparities.</p>

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Math performance in Grades 4 and 5 remains below expectations. In Grade 4, only 33% of students met STAAR standards, with 11% mastering content. Grade 5 showed minimal improvement, with just 34% meeting expectations and 11% achieving mastery. Nearly one-third or more of students in both grades did not meet minimum standards. **Root Cause:** Low math performance in Grades 4 and 5 is mainly due to frequent teacher absences and staffing instability in 4th grade, causing gaps in instruction. Some teachers also struggle to differentiate instruction and address unfinished learning, while the current curriculum lacks enough rigor to build strong problem-solving skills. These issues together hinder students' math growth in upper grades.

**Board Goal 1:** The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

**Performance Objective 3:** By May 2026, 5th grade students will demonstrate increased proficiency in science by improving their Meets Performance from 38% to 43%, as measured by the STAAR examination.




**High Priority**











**HB3 Board Goal**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

**Evaluation Data Sources:** STAAR, STAAR Release, Campus Based Assessments, Short Cycle Assessments, I-Ready Diagnostics.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Integrate weekly hands-on labs and inquiry-based activities aligned to TEKS to deepen conceptual understanding and promote scientific thinking. Students will engage in predicting, experimenting, observing, and drawing conclusions to connect classroom learning with real-world applications.  <b>Strategy's Expected Result/Impact:</b> Integrating weekly hands-on labs and inquiry-based activities will increase student engagement and deepen understanding of scientific concepts by connecting learning to real-world experiences. As students regularly practice scientific processes--such as predicting, experimenting, and analyzing--they will develop stronger critical thinking and problem-solving skills. This approach is expected to lead to higher student achievement on science assessments, improved retention of content, and increased performance on the 5th grade science STAAR. <b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 Moderate Progress	 Discontinue	 Discontinue	

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implement consistent science vocabulary instruction using word walls, interactive notebooks, and daily review routines. Emphasis will be placed on tier 3 academic vocabulary to strengthen students' comprehension of scientific texts and assessments.  <b>Strategy's Expected Result/Impact:</b> Consistent instruction and reinforcement of tier 3 science vocabulary will enhance students' ability to comprehend complex scientific texts, follow multi-step directions, and accurately interpret assessment questions. As students internalize key academic terms through visual supports, interactive notebooks, and daily review, they will demonstrate improved content knowledge, stronger written and verbal explanations of scientific concepts, and increased performance on vocabulary-dependent items on the 5th grade science STAAR. <b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 Moderate Progress	 Discontinue	 Discontinue	
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Use exit tickets, quizzes, and benchmark data to identify learning gaps and implement targeted, small-group interventions. Weekly spiral review of previously taught concepts will ensure retention and readiness for the cumulative nature of the 5th grade science STAAR assessment.  <b>Strategy's Expected Result/Impact:</b> Using exit tickets, quizzes, and benchmark data to guide small-group interventions will allow for timely, targeted support to address individual student learning gaps. Coupled with weekly spiral review, this approach will reinforce previously taught concepts and build long-term retention. As a result, students will enter the 5th grade science STAAR assessment with a stronger foundation, greater confidence, and improved performance on cumulative science standards. <b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 Moderate Progress	 Discontinue	 Discontinue	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Board Goal 2:** The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

**Performance Objective 1:** By May 2026, students in grades Kindergarten through 3rd grade will demonstrate increased academic growth, as measured by end-of-year growth targets on the NWEA MAP Assessments. Specifically:

Kindergarten students will increase the percentage of those meeting growth goals from 61% to 66%.

1st grade students will increase from 59% to 64%.

2nd grade students will increase from 64% to 69%.

3rd grade students will increase from 69% to 74%.











**High Priority**

**HB3 Board Goal**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

**Evaluation Data Sources:** MAP Data, SCA Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Grades Kindergarten and 1st will focus on implementing Saxon Phonics with fidelity, ensuring consistent and systematic instruction. Teachers will follow the program's scope and sequence, deliver daily phonics lessons, and use ongoing progress monitoring to guide instruction and support student mastery. Students in 2nd-3rd grade will systematically utilize the HMH Phonics section daily to reinforce foundational skills and promote reading fluency.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent and systematic use of Saxon Phonics in Kindergarten and 1st grade, along with daily utilization of the HMH Phonics section in 2nd-3rd grade, will strengthen students' foundational reading skills. This targeted instruction will improve phonemic awareness, decoding, and fluency, leading to increased reading growth and a higher percentage of students meeting or exceeding grade-level benchmarks by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Department Level Leads, MCL, MRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53  <b>- TEA Priorities:</b>            Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress	 Discontinue	 Discontinue	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive comprehensive training on I-Ready Magnetic Reading to effectively implement the program. Additionally, teachers will allocate dedicated time within their daily schedules to review I-Ready Magnetic Reading lessons with students, ensuring consistent practice and targeted support.</p> <p><b>Strategy's Expected Result/Impact:</b> With targeted teacher training and dedicated instructional time, students will engage more effectively with the I-Ready Magnetic Reading program. This consistent exposure will enhance personalized learning, improve reading comprehension, and accelerate skill development. As a result, students are expected to show measurable growth in reading proficiency and increased mastery of grade-level reading standards.</p> <p><b>Staff Responsible for Monitoring:</b> Department Level Leads, MCL, MRTs, Assistant Principal, Principal</p> <p><b>- TEA Priorities:</b>            Build a foundation of reading and math, Improve low-performing schools  <b>- ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress	 Discontinue	 Discontinue	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Board Goal 2:** The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

**Performance Objective 2:** By May 2026, 85% of all students will pass the L.B. J. Elementary Knight (Sight) Word list as evidenced by daily, weekly, and monthly assessments.




**High Priority**








**HB3 Board Goal**

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%

**Evaluation Data Sources:** LBJ High Frequency Word Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> All students in Kindergarten, 1st, and 2nd grade will receive the grade-appropriate Dolch Sight Word lists and participate in a structured self-study program requiring mastery of specific lists each quarter. Parents will be expected to support students in learning these words at home, while teachers will monitor progress through daily checks, weekly reviews, and monthly assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> By implementing this structured sight word program, students in Kindergarten through 2nd grade will demonstrate increased mastery of grade-level sight words, resulting in stronger reading fluency, improved early literacy skills, and higher performance on district and state reading assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Department Level Leads, MCL, MRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math</p>	 Some Progress	 Discontinue	 Discontinue	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will conduct quarterly sight word assessments for each student and collect data on every word mastered to monitor progress and guide instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> By conducting quarterly sight word assessments and tracking each word mastered, teachers will target instruction more effectively, resulting in increased student mastery of sight words and improved overall reading fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Department Level Leads, MCL, MRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress	 Discontinue	 Discontinue	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				






**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.








**Performance Objective 1:** To support the goal of increasing College, Career, or Military Readiness, all LBJ Elementary students will continue developing foundational skills aligned with AVID and WICOR strategies.

**Indicators of Success:**

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

**Evaluation Data Sources:** Early implementation of AVID and WICOR strategies at the elementary level will cultivate essential skills such as organization, critical thinking, collaboration, and effective communication. Students will develop stronger academic habits and greater ownership of their learning, which will lead to improved engagement and achievement across subjects. Over time, this foundation will contribute to increased readiness for rigorous coursework in middle and high school, ultimately supporting higher rates of College, Career, or Military Readiness by graduation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Students in grades 2nd-5th will engage in daily use of planners to build organizational habits. All grade levels will engage in utilization of interactive notebooks to engage students in writing and note-taking, and structured opportunities for inquiry, collaboration, and focused reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Embedding these practices early will promote academic rigor, critical thinking, and ownership of learning, setting students on a path toward long-term success.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Department Leaders, MCLs, MTRTs, Assistant Principal, Principal</p> <p><b>Title I:</b> 2.51, 2.52, 2.53</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> AVID Planners - Title One Instructional Continuity - \$1,576.62</p>	 Moderate Progress	 Discontinue	 Discontinue	

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> At LBJ, all grade levels and students will engage in WICOR strategies throughout Reading, Science, and Social Studies classes to strengthen critical thinking, collaboration, and content mastery. <b>Strategy's Expected Result/Impact:</b> At LBJ, all grade levels and students will engage in WICOR strategies during Reading, Science, and Social Studies, promoting active learning and collaboration that will result in stronger critical thinking skills, deeper content understanding, and improved academic achievement. <b>Staff Responsible for Monitoring:</b> Grade Level Department Leaders, MCLs, MTRTs, Assistant Principal, Principal  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress	 Discontinue	 Discontinue	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Board Goal 3:** The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

**Performance Objective 2:** To support college and career readiness, LBJ Elementary will host College Day on the first Wednesday of each month.

**Indicators of Success:**

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%




**Evaluation Data Sources:** Observation and walkthrough data will be collected.











Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students and staff will wear college gear and teachers will leading mini-lessons on college life, resulting in increased student awareness of higher education opportunities and the development of college-going mindsets from an early age.  <b>Strategy's Expected Result/Impact:</b> This initiative will result in students developing early college-going mindsets, greater awareness of higher education opportunities, and increased motivation to pursue future college and career pathways.  <b>Staff Responsible for Monitoring:</b> Grade Level Department Leaders, MCLs, MTRTs, Assistant Principal, Principal	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> LBJ Elementary School will host a Career Day to highlight professions that require a college degree, inspiring students to explore future career pathways and the importance of higher education.  <b>Strategy's Expected Result/Impact:</b> This Career Day will increase students' awareness of diverse professions, help them make connections between education and future opportunities, and foster early motivation to pursue college and career readiness.  <b>Staff Responsible for Monitoring:</b> Counselor  <b>- TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Board Goal 4: Classroom Excellence

**Performance Objective 1:** By the end of the 2025-2026 school year, all teachers will implement blended learning strategies consistently, with 100% participation starting from the first week of school. Bi-weekly blended learning walkthroughs will be conducted to monitor fidelity and provide actionable feedback, resulting in at least an 85% increase in student engagement and proficiency as measured by classroom observations and formative assessments.

**High Priority**  
**HB3 Board Goal**  
**Evaluation Data Sources:** Walkthroughs, Observations, Spot Checks

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Provide professional development at the start of the year focused on blended learning best practices and technology integration. Teachers and all instructional staff will need to take at least one UTEACH Course on Blended Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing professional development and requiring all instructional staff to complete a UTEACH course on blended learning will enhance teachers' confidence and competence in integrating technology and blended learning strategies effectively. As a result, instructional quality will improve, leading to more engaging, personalized learning experiences for students. This increased teacher proficiency is expected to translate into higher student engagement, better mastery of learning objectives, and measurable growth in academic performance.</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	 Moderate Progress	 Discontinue	 Discontinue	

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Utilize student data from formative assessments and digital platforms to personalize learning and adjust instruction.  <b>Strategy's Expected Result/Impact:</b> Utilizing student data from formative assessments and digital platforms to personalize learning will enable teachers to identify individual strengths and areas for growth promptly. This targeted approach allows for timely instructional adjustments, ensuring that students receive the support or challenges they need to progress. As a result, student engagement and achievement will increase, leading to improved mastery of standards and higher overall academic growth.  <b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Formative - Title One School- Improvement - \$2,455.56		Formative			Summative
		Oct	Jan	Mar	May
		 Considerable	 Discontinue	 Discontinue	
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Incorporate TEKS Bins across all grade levels as a formative assessment tool to systematically track student mastery of Texas Essential Knowledge and Skills (TEKS) standards. Teachers will regularly use TEKS Bins to identify learning gaps, guide targeted instruction, and monitor progress toward mastery.  <b>Strategy's Expected Result/Impact:</b> Regular use of TEKS Bins across all grade levels will provide teachers with clear, actionable data on student mastery of standards, enabling timely identification of learning gaps. This targeted insight will improve instructional planning and intervention, leading to increased student mastery of TEKS objectives. Over time, students are expected to demonstrate higher achievement on formative assessments and end-of-year state tests.  <b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
		 Some Progress	 Discontinue	 Discontinue	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					











## Board Goal 4: Classroom Excellence

**Performance Objective 2:** LBJ Elementary School will launch a new initiative funded by Dollar General Literacy Foundation called, "Bright Little Knights Read By Grade Three." The initiative is designed to ensure that 85% of LBJ Knights are reading on grade level by 3rd Grade.

**High Priority**

**HB3 Board Goal**











**Evaluation Data Sources:** MAP Data, I-Ready Reading Data, High Frequency Word Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All K-3rd Grade teachers will attend Science of Reading Training Part 1 conducted by Strobel Education. Teachers will apply learning daily. Small Groups will be conducted. <b>Strategy's Expected Result/Impact:</b> As a result of the Science of Reading Part 1 training, K-3 teachers will apply research-based practices daily and implement targeted small groups, leading to stronger foundational reading skills, increased student engagement, and measurable growth in early literacy outcomes. <b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal  <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress	 Discontinue	 Discontinue	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Literacy materials and books will be purchased with funding from the Dollar General Literacy Foundation to support K-3rd grade learners in developing strong early reading skills. <b>Strategy's Expected Result/Impact:</b> Through the purchase of literacy materials and books funded by the Dollar General Literacy Foundation, K-3rd grade learners will have increased access to high-quality resources, resulting in improved reading fluency, stronger comprehension skills, and measurable growth in early literacy achievement. <b>Staff Responsible for Monitoring:</b> Grade Level Department Leads, MCLs, MTRTs, Assistant Principal, Principal  <b>Title I:</b> 2.51, 2.52, 2.53 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress	 Discontinue	 Discontinue	
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Board Goal 5: Culture of Excellence

**Performance Objective 1:** By May 2026, PTA membership will increase from 87 to 125 active members through targeted outreach efforts, engagement activities, and effective communication with families and the school community.











**Evaluation Data Sources:** PTA Membership;

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Launch a family outreach campaign using newsletters, social media, and school events to promote PTA membership benefits and opportunities.  <b>Strategy's Expected Result/Impact:</b> Launching a comprehensive family outreach campaign will increase awareness of the PTA's role and benefits, fostering stronger connections between families and the school community. As a result, more families will be motivated to join, leading to higher PTA membership, increased volunteer participation, and enhanced support for school initiatives.  <b>Staff Responsible for Monitoring:</b> PTA President  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable	 Discontinue	 Discontinue	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Collaborate with teachers and staff to personally invite parents and guardians to join the PTA.  <b>Strategy's Expected Result/Impact:</b> By engaging teachers and staff to personally invite parents and guardians to join the PTA, the school will foster trust and build stronger relationships with families. This personalized approach is expected to increase parent buy-in and participation, leading to higher PTA membership rates and greater family involvement in school activities and decision-making.  <b>Staff Responsible for Monitoring:</b> PTA President, Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress	 Discontinue	 Discontinue	
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Board Goal 5: Culture of Excellence

**Performance Objective 2:** By May 2026, overall student attendance will improve from 93.7% to 94% through targeted attendance initiatives, family engagement, and consistent monitoring of absenteeism.

**Evaluation Data Sources:** Weekly Attendance Monitoring







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish an early warning system to identify students with frequent absences. Provide targeted interventions such as attendance check-ins, mentoring, and personalized support plans to address underlying causes and encourage consistent attendance.  <b>Strategy's Expected Result/Impact:</b> Implementing an early warning system to identify students with frequent absences will enable timely and targeted interventions that address the root causes of absenteeism. Personalized support such as attendance check-ins and mentoring will increase student accountability and engagement, leading to improved attendance rates. Over time, this approach is expected to reduce chronic absenteeism and contribute to overall higher school-wide attendance percentages.  <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Counselor, Principal, Assistant Principal  <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Considerable	 Discontinue	 Discontinue	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> LBJ will support improved attendance by implementing incentive programs for students, increasing parent communication and partnerships, providing targeted interventions for chronically absent students, and monitoring attendance data regularly to ensure timely support.  <b>Strategy's Expected Result/Impact:</b> Improved attendance at LBJ will result in students gaining more instructional time, leading to stronger academic achievement, higher student engagement, and improved campus accountability outcomes.  <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Counselor, Principal, Assistant Principal  <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress	 Discontinue	 Discontinue	
 No Progress  Accomplished  Continue/Modify  Discontinue				










## Board Goal 5: Culture of Excellence

**Performance Objective 3:** LBJ Administrators, Teachers, Staff, and students will follow the LBJ Elementary School Culture Rubric. LBJ Elementary School administrators, teachers, staff, and students will adhere to the strategies outlined in Uncommon Schools and Teach Like A Champion. LBJ students will be awarded Live School points daily and be presented with the opportunity to use points in the LBJ Knight Store.

**Evaluation Data Sources:** Discipline Referrals, Suspension Totals

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> LBJ Administrators, Teachers, Staff, and Students will follow the LBJ Elementary School Culture Rubric. Campus will be observed on the rubric every 4 weeks. Areas of improvement will be updated on the LBJ Elementary School Plan of the Week.  <b>Strategy's Expected Result/Impact:</b> This consistent monitoring and feedback cycle will foster a culture of accountability and excellence, ensuring continuous growth in teaching practices, student engagement, and overall campus climate.  <b>Staff Responsible for Monitoring:</b> Administration, MCLs, MTRTs, and Department Leads  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress	 Discontinue	 Discontinue	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> LBJ Elementary School administrators, teachers, and staff will adhere to the strategies utilized in Uncommon Schools.  <b>Strategy's Expected Result/Impact:</b> By implementing Uncommon Schools' proven practices, LBJ Elementary will enhance teacher capacity, ensure rigorous instruction, and support measurable gains in student outcomes.  <b>Staff Responsible for Monitoring:</b> Administration, MCLs, MTRTs, and Department Leads  <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
	 Moderate Progress	 Discontinue	 Discontinue	

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> LBJ Elementary School Teachers and Staff will award each student between 3-5 Live School points per day based on a culture, behavior, and effort rubric. Students will be able to accumulate points to make purchases from the LBJ Knight Store.</p> <p><b>Strategy's Expected Result/Impact:</b> By earning points daily, students will take ownership of their behavior and effort, leading to improved classroom culture and increased student engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, MCLs, MTRTs, and Department Leads</p> <p><b>Title I:</b> 2.51, 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress	 Discontinue	 Discontinue	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Campus Improvement Team

Committee Role	Name	Position
Grade Level Advisory	Phyllis Faulkner	MTRT Kinder
Elective Discipline	Jeremy Corbell	P.E. Teacher
Parent Liaison	Tabitha Wooldridge	PTA President
Parent Liaison	Julia Rivera	Parent Engagement Representative
Disciplinarian	Robert Whatley	Assistant Principal
Instructional Leader	Zenovia Crier	Principal

# Campus Funding Summary

Title One Instructional Continuity					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Training for Consultant Strobel Learning		\$6,000.00
3	1	1	AVID Planners		\$1,576.62
Sub-Total					\$7,576.62
Title One School- Improvement					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Mindplay Studio		\$6,000.00
4	1	2	Formative		\$2,455.56
Sub-Total					\$8,455.56