



Campus Improvement Plan

LONGVIEW INDEPENDENT SCHOOL DISTRICT

Johnston-McQueen Elementary 2016-2017

Accountability Rating

Met Standard

Distinction Designation

Top 25% Student Progress

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Board of Trustees



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Background

The Johnston-McQueen Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in LISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-2017 Campus Plan of Action, the Johnston-McQueen Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval. The Board of Trustees provided final approval on _____.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

Campus Composition

Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	330	44.47%	American Indian – Alaskan Native	4	0.54%
Male	412	55.53%	Asian	16	2.16%
			Black – African American	222	29.92%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	0	0.00%
Hispanic-Latino	142	19.14%	White	316	42.59%
			Two-or-More	42	5.66%

Student by Program

Other Student Information

Bilingual	0	0.00%	At-Risk	265	35.71%
English as a Second Language (ESL)	50	6.74%	Economically Disadvantaged	434	58.49%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless	0	0.00%
Free Lunch Participation	393	52.97%	Immigrant	5	0.67%
Reduced Lunch Participation	41	5.53%	Limited English Proficient	52	7.01%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	11	1.48%	Military Connected	5	0.67%
Special Education (SPED)	88	11.86%	Foster Care	0	0.00%
Title I Participation	741	99.87%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	35	4.72%	Section 504 (No Section 504 File for 2016)	0	0.00%

Johnston-McQueen Elementary

Mission

The mission of Johnston-McQueen Elementary School is to equip students to achieve academic excellence by promoting collaboration between students, staff, parents, and community. We strive to provide an environment of student-centered learning, diverse enrichment experiences, and mutual respect, so that each child might excel and perform at his or her maximum potential.

Vision

Our vision is to develop independent, life-long learners.

Nondiscrimination Notice

Johnston-McQueen Elementary does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Johnston-McQueen Elementary Site Base

Name	Position
Bess, Camille	Teacher
Brazile, Dara	Non-Classroom Teacher
Frederick, Denise	Campus Administrator
Halbrook, Melissa	Teacher
Hollins, Lora	Business/Community Representative
Mathis, Breneda	Business/Community Representative
Ortega, Victor	Parent
Peterson, M. Elyse	Teacher
Reardon, Whitney	Teacher
Schooley, April	Parent

Resource Allocations

Resource	Source	Amount
Title I	Federal	\$171,638
Instructional	Local	\$45,752
TEKS Resource System	Local	

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

10 COMPONENTS OF A TITLE I, PART A SCHOOLWIDE PROGRAM

A schoolwide program shall include the following:

1. A **comprehensive needs assessment** of the school that is based on the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
 - a. Content Standards = Texas Essential Knowledge and Skills (TEKS)
 - b. Achievement Standards = STAAR & TAPR
2. **Schoolwide reform strategies** that:
 - a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b. Use effective methods and instructional strategies that are based on scientifically based research that address the needs of all children:
 - Strengthen the core academic program.
 - Increase the amount and quality of learning time such as providing an extended school year, summer program, and before- and after-school tutoring.
 - Enrich and accelerate the curriculum.
 - Include strategies for meeting the needs of historically underserved populations.
 - Address how the school will determine if such needs have been met.
 - Determine if the strategies are consistent with and designed to implement the District and Campus Improvement Plans.
3. Instruction by **highly qualified teachers and paraprofessionals**.
4. **High-quality and ongoing professional development** for teachers, principals, and paraprofessionals to enable all children to meet the State's student academic achievement standards.
5. **Campuses utilize strategies to attract and retain highly qualified staff**.

6. Strategies to increase **parental involvement**.
 - a. Convene an annual meeting, at a convenient time, to inform parents of their school's participation and to explain the requirements of Title I, Part A and the rights of parents to be involved.
 - b. Involve parents in an organized, on-going, and timely review and improvement of the program.
 - c. Allow for regular and flexible meetings for parents and enable them to give input.
 - d. Offer resources for parents that assist them with their effort to help their children achieve.
 - e. Develop a school-parent compact that outlines how parents, staff, and students share the responsibility for improved academic achievement.
7. **Plans for assisting preschool children transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** that provide information to improve the achievement of individual students or the overall instructional program.
9. **Effective, timely additional assistance** to ensure that students' difficulties are identified and assistance is provided.
10. **Coordination and integration of Federal, State, and local services and programs** including violence prevention programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Every student a learner...Every learner a graduate...Every graduate a success!

TEXAS EDUCATION AGENCY
2016 Accountability Summary
 JOHNSTON-MCQUEEN EL (092903123) - LONGVIEW ISD

Accountability Rating

Met Standard

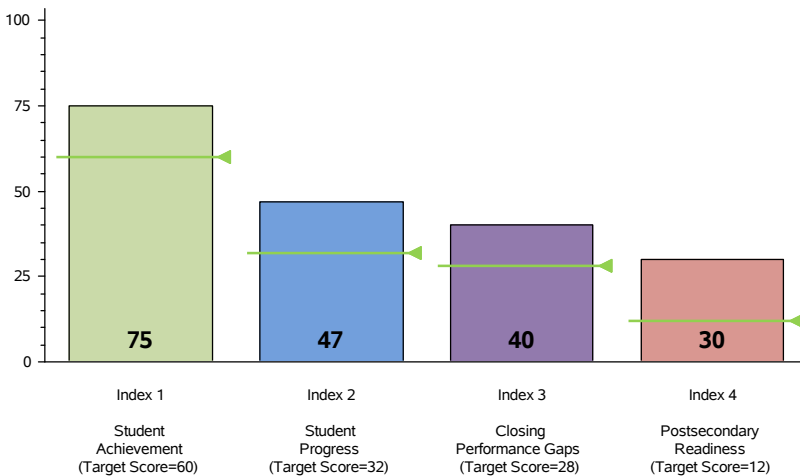
Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	736 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	59.0
Percent English Language Learners	7.1
Mobility Rate	20.2

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	506	671	75
2 - Student Progress	564	1,200	47
3 - Closing Performance Gaps	724	1,800	40
4 - Postsecondary Readiness			
STAAR Score	29.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		30

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	14 out of 18 = 78%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	26 out of 30 = 87%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
JOHNSTON-MCQUEEN EL (092903123) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N			5	6	83
Mathematics	Y	Y	Y	Y					Y	N			5	6	83
Writing	Y			Y					Y				3	3	100
Science	Y	N							N				1	3	33
Social Studies													0	0	
Total													14	18	78

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N		n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y			6	6	100
Mathematics	Y	Y	Y	Y					Y	Y			6	6	100
Total													12	12	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total **26** **30** **87**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
 JOHNSTON-MCQUEEN EL (092903123) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	199	60	47	77	-	6	-	9	126	11	18	n/a
Total Tests	257	87	55	96	-	7	-	12	170	28	21	17
% at Level II Satisfactory Standard	77%	69%	85%	80%	-	86%	-	75%	74%	39%	86%	n/a
Mathematics												
# at Level II Satisfactory Standard	201	61	44	80	-	5	-	11	125	16	14	n/a
Total Tests	257	87	55	96	-	7	-	12	170	28	21	17
% at Level II Satisfactory Standard	78%	70%	80%	83%	-	71%	-	92%	74%	57%	67%	n/a
Writing												
# at Level II Satisfactory Standard	58	17	12	24	-	*	-	*	34	*	*	n/a
Total Tests	81	24	16	33	-	*	-	*	51	*	*	*
% at Level II Satisfactory Standard	72%	71%	75%	73%	-	*	-	*	67%	*	*	n/a
Science												
# at Level II Satisfactory Standard	48	14	13	17	-	*	-	*	31	*	5	n/a
Total Tests	76	28	18	24	-	*	-	*	55	*	7	7
% at Level II Satisfactory Standard	63%	50%	72%	71%	-	*	-	*	56%	*	71%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	298	99	64	111	-	8	-	15	196	34	n/a	23
Total Students	301	100	64	113	-	8	-	15	199	34	n/a	23
Participation Rate	99%	99%	100%	98%	-	100%	-	100%	98%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	297	98	64	111	-	8	-	15	195	34	n/a	23
Total Students	300	99	64	113	-	8	-	15	198	34	n/a	23
Participation Rate	99%	99%	100%	98%	-	100%	-	100%	98%	100%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

At the time we collected data in the spring, total enrollment was 742.

The breakdown by gender and ethnicity is:

Female 330

Male 412

Hispanic 142

Asian 16

African American 222

White 316

Two-or-more 42

Enrollment increased by 2.2% between 2014-15 and 2015-16 school year.

The breakdown of our special programs is:

Bilingual	0	We do not offer a bilingual program
ESL -	5	28% Increased

Comprehensive Needs Assessment

Demographics Strengths (Continued)

Free Lunch Participation -	393	8% Increased
Reduced Lunch Participation -	41	21% Decreased
Gifted & Talented	11	8% Decreased
Special Education	88	31% Increased
Title 1 Participation	741	2% Increased
Dyslexia	35	59% Increased
Homeless	0	
At-Risk	265	9% Increase
Economically Disadvantaged Increase	434	5%

Demographics Needs

Demographics Summary

There is a trend for increasing diversity at Johnston-McQueen. The number of children from profound poverty and those served in our dyslexia and special education programs has increased. The number of Hispanic/ESL children at JMQ has also increased. We serve a school population with increasing educational risk and one that requires far more support of both student and family.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

- DMAC
- Skyward
- Teacher's classroom tracking sheets
- PLC's
- TEKS Resource System

DMAC is used for a variety of reports. Skyward is to help teachers, parents and students track grades, attendance and discipline. TEKS Resource system provides our curriculum.

Student Achievement Strengths

- Increase in the number of students meeting or exceeding student standard.
- Significant increase in 3rd grade math students meeting standard
- Increase in African American standard in Reading, Math & Writing
- Weekly PLC meetings to discuss student achievement

Student Achievement Weaknesses

- Closing the gap between African American and other sub-population
- Decrease the number of students in Special Education
- Lack of student achievement on Benchmark Assessments
- Decline in student achievement on 5th grade Science Assessment

Student Achievement Needs

- Differentiating instruction and providing timely, targeted interventions are needed to eliminate gaps.
- Training on the RTI process, time management, grammar instruction and how to integrate writing across the curriculum.
- Increase students achievement on Benchmark Assessments to 90%
- Implementation of Science Labs by experiencing field investigation in grades K-4

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- Use DMAC data from benchmark and checkpoint test to drive classroom instruction and implementation of interventions for G T and at-risk students
 - Provide schedule and technology resources for Universal Screening and continuous progress monitoring to ensure interventions/lessons to address student needs
- Hold students accountable for behavior contracts
Increase Level III Advance scores across all sub-populations

African American students continue to lag behind White students in achievement. More timely, differentiated instruction and targeted interventions data needs to be collected and analyzed in order to eliminate gaps. Teachers will use the RTI process to track and monitor interventions. Aligning daily learning objectives, student-centered activities and timely formative assessment are needed to better target learning. Use of best practices student-centered instruction that takes into account cultural awareness and diverse backgrounds is needed. District Common Assessments will be used every three weeks in order to provide more data and timely interventions. Teachers will participate in data talks during PLCs. In 2016-17 the campus focus will be on American African and ECO sub-population in order to close the gap.

Student Achievement Summary

Our African American students continue to lag behind White students in achievement. More timely, differentiated instruction and targeted interventions data needs to be collected and analyzed in order to eliminate gaps. Teachers will use the RTI process to track and monitor interventions. Aligning daily learning objectives, student-centered activities and timely formative assessment are needed to better target learning. Use of best practices student-centered instruction that takes into account cultural awareness and diverse backgrounds is needed. District Common Assessments will be used every three weeks in order to provide more data and timely interventions. Teachers will participate in data talks during PLCs. In 2016-17 the campus focus will be on American African and ECD subpopulations in order to close the gaps seen in assessment data.

School Culture and Climate

School Culture and Climate Strengths

School Culture and Climate Strengths

- Collaboration is used and teachers are valued, listened to, and have input into decision making. Some teaching teams are cohesive units that work together to support students.
 - Belief that all faculty members are responsible for all children
- Students participate in UIL academic

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

School Culture and Climate Weaknesses

- Understanding and buy-in of the new progressive discipline plan
- Lack of uniform compliance
- Increase in discipline referrals

Social Contacts

A campus leadership team made up of a representative from each grade level and campus administration

As faculty, the philosophy that we are responsible for all children at the school will empower accountability and bring the faculty closer together. The new progressive discipline plan is expected to be implemented by all stakeholders. A system of positive behavioral supports needs to be used to eliminate challenging behaviors and replace them with pro-social skills. Teachers and students need to feel empowered and safe.

Continue using Capturing Kids' Hearts and the new Elementary Progressive Discipline Plan, to reduce referrals. We have both a system and a methodology in place to positively impact the school culture and climate in 2016-17.

School Culture and Climate Summary

As faculty, the philosophy that we are responsible for all children at the school will empower accountability and bring the faculty closer together. The new progressive discipline plan is expected to be implemented by all stakeholders. A system of positive behavioral supports needs to be used to eliminate challenging behaviors and replace them with pro-social skills. Teachers and students need to feel empowered and safe.

Continue using Capturing Kids' Hearts and the new Elementary Progressive Discipline Plan, to reduce referrals and time students are out of class. We have both a system and a methodology in place to positively impact the school culture and climate in 2016-17.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

Loss of ten staff members at the end of 2015-2016 has impacted the campus negatively and positively. Ten new individuals were hired (9 teachers and 1 SpEd IA). Two were experienced educators who transferred from another campus within the district, five came with 2 or more years of teaching experience, and the others came with one semester or less teaching experience in a public school. Johnston-McQueen lost experienced educators who had a strong track record, but our new employees bring more

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

recent educational training and a fresh perspective to benefit targeted change. It will be important to rely on the Capturing Kids' Hearts Process Champions Team and grade level leadership to welcome, train, and support the new additions to our faculty.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Curriculum, Instruction and Assessment

Teachers at Johnston-McQueen follow the TEKS Resource System for instructional content, cognition, and scope and sequence. We use the curriculum to deliver instruction to a broad base of students with different needs: Special Education (31% increase of students), Dyslexia (59% increase students), and ESL (28% increase of students). We also host one Head Start class and three Deaf Education classes. Professional development on collaborative learning, Kagan Structures, has enabled teachers to engage students and meet different learning styles. Teachers use quintile phase-in templates to analyze district, campus, and STAAR data and to better assess student needs for instruction. African-American STAAR scores in Reading and Math showed improvement.

Curriculum, Instruction and Assessment Need

- Opportunity for teachers to view District Common Assessments in advance to ensure the lesson meets the standard of rigor
- Data meetings after Benchmarks and District Common Assessments
- Active Word Walls
- Training on the RTI process, time management, grammar instruction and how to integrate writing across the curriculum.

Curriculum, Instruction and Assessment Summary

Recent training and support of district specialists has helped teachers to align, deliver, and assess instruction more efficiently and effectively. The day PLCs meet will

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

change to provide more timely data analysis and more timely interventions for students in need. Teachers need to be trained on the development of an RTI plan and how to use DMAC to monitor progress. Fourth grade writing data show there is a strong need for grammar instruction and writing integration across the curriculum. Focus on academic vocabulary and word walls will continue to provide support for our increasing ESL population.

Family and Community Involvement

Family and Community Involvement Strengths

- PTA
 - Parent-Teacher Conferences
 - Volunteers
 - Community Sponsors
 - Math, Science & Reading Night
 - Grade level programs
 - Book Fair
 - Dad's Day
 - Chuck E Cheese Pizza
-
- Partner with PTA in order to create programs which allow for more parental involvement opportunities.
 - Strengthen partnerships with local business.
 - Solidify plans for an on-campus Parent Center

Johnston-McQueen has a small, but very active PTA. Parents and grandparents participate in many activities on campus with their children. In Kindergarten, dads participate in Dad's Day in the Fall and moms participate in a Mother's Tea in the Spring. The school hosts a Science Night in which all students display their Science Fair Projects. Math and Reading Nights welcome parents to rotate through stations of learning and discovery with their children. The library hosted two book fairs that were open to the public. Various grade levels present musical programs in conjunction with seasonal holidays and celebrations. Our campus hosts community speakers at various times throughout the year, including local political office candidates and men and women who represent community professions.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Johnston-McQueen has a small, but very active PTA. Parents and grandparents participate in many activities on campus with their children. Last year our PTA underwent a restructuring process, and a new board was elected. They have entered the 2016-2017 school year as a powerful planning and support group for the school. On campus specific grade levels host events for parents. An example is the Parents' Day hosted for Kindergarten parents every Fall. Three subject-area Parent Nights focus on families coming together with their children to participate in learning activities throughout our building.. Last year our library hosted two book fairs, and there was good community response. Various grade levels present musical programs in conjunction with seasonal holidays and celebrations. Our campus hosts community speakers at various times throughout the year as well.

School Context and Organization

School Context and Organization Strengths

Utilization of Instructional Teams

2. Leadership opportunities provided for all staff through various campus committees and initiatives.
3. Mentor teachers provided for new teachers

Each teacher is placed on one or more committees or teams. Teams that are in place include: Leadership Team, RTI/Vertical Teams, PLCs, and Discipline-Celebration Team. Committees of teachers from each grade level work to plan and host Science Night, Math Night, and Reading Night. The Spirit Committee celebrates and supports staff as needed.

School Context and Organization Summary

Each teacher is placed on one or more committees or teams. Teams that are in place include: Leadership Team, RTI/Vertical Teams, PLCs, Capturing Kids' Hearts Process Champions, and Discipline-Celebration Team. Committees of teachers from each grade level work to plan and host Science Night, Math Night, and Reading Night. The Spirit Committee celebrates and supports by planning programs and events, while the CKH Process Champions work to affirm faculty and grow cooperative, supportive relationships. This work of the Capturing Kids' Hearts should receive major emphasis to improve retention rates in 2016-2017.

Technology

Technology Strengths

Progress to implement student use of technology is slow. The district mandates usage of computer labs for STAAR practice programs such as Classworks, so there is little dedicated time to devote to teaching students the Technology TEKS for each grade level. Some teachers fear technology, so continued effort toward effective staff

Comprehensive Needs Assessment

Technology Needs

Johnston McQueen Campus Needs Assessment 2016-17

Do we have any new technology, changes in the technology we have, and losses of technology.

New Technology Provided by Bond funds in 2010-2011:

*Most classrooms received the following equipment:

Epson 410W Projector – short-throw; ceiling mounted

Presentation Cart which connects to the projector and the ceiling speakers – Cart Equipment Includes:

Dell Optiplex 780 (Win 7) CPU

Eno interactive board (Polyvision)

Qomo interactive tablet

Set of SMART Response Clickers

Elmo document camera

Triangular microphone

b. Other technology:

Each JMQ administrator and office staff person has a computer and access to network printing.

We have PA system and full camera security for the entire campus.

Other equipment includes networked B/W and color printers for teachers, networked B/W and color printers for student use in the computer labs, networked Xerox copiers for office areas.

We are equipped with 2 desktop computer labs (66 machines), 3 mobile labs with 25 laptops per lab, 50 laptops computers for teacher checkout, and 9 mini laptops for library research.

We have a green room equipped with an iPad, iPad mini, lights and a green screen so that students and teachers can create animated videos.

Instructional staff also have either a Thin Client(virtual computer) or a desktop as their teacher station plus 2 student Thin Client (virtual computers) available in their classroom.

Eno interactive board – They had received as a pilot in 2008 a SMART interactive board with a projector. In 2010-11 these two rooms received the other technology provided for the classrooms.

Cisco IP Phones - Phone service is provided through our LISD network for all classrooms (does not include long distance).

2015: Encoder Live Streaming equipment & components were received to stream live video from classroom to classroom for morning announcements.

Losses of equipment -

1 HP4350 printer

Some thin clients have been broken and replaced by technology.

Accessories for the presentation carts have been lost and/or broken by teachers (replaced by technology dept. or campus)

Comprehensive Needs Assessment

Technology Needs (Continued)

What is the technology proficiency of our staff and students?

All LISD professional staff are required to complete a minimum of 7 hours of focused technology course work per year. The courses are developed by LISD technology staff, offered online via the district's Google site. Courses require participants to complete and submit assignments(s) for approval. The LISD Long Range Plan targets this requirement annually.

Most staff are at the developing level of technology use. They use technology for completing tasks used in their job assignment but very seldom direct students to use technology to create products that demonstrate their learning.

Teachers have been taught how to do basic troubleshooting of the equipment in their classrooms and can call the Technology Help Desk for immediate assistance for equipment issues or software help.

The district technology department annually provides staff opportunities to develop or improve technology skills by completing a specific technology proficiency project. Professional development resources are available to staff, including face-to-face training with ITS staff, and video tutorials from Atomic Learning.

Students have very limited opportunities to demonstrate their technology proficiency throughout the school year. Most students can turn on and log into a district networked computer, open a web browser and respond with a mouse click or minimum keyboarding to managed curriculum materials.

How does staff feel about technology?

All staff possess adequate skills in the use of Google Apps for Education for personal productivity.

Most do not see the need, find the time, or possess the skills necessary to appropriately instruct students in the use of technology as required by the State and defined by the Technology Applications TEKS.

Most students/ technology use is defined by district requirements for interaction with electronic resources such as Classworks.

What are barriers that prevent effective use of technology?

Lack of time or availability of technology to sufficiently cover both the district required focus on managed systems such as Classworks and students' use for productivity and creation.

Minimal district focus on students' technology skills development and application.

Limited skills of teachers for directing students' instruction on the use of technology.

When technology is not working, why is this so? When technology is working, why is this so?

There is very little down time with LISD technology equipment. Often when it is not working it is due to the fact the teachers have not done basic troubleshooting. Examples:

Sound not working on the presentation cart - cable was not plugged in

Eno interactive board not working - teacher had not calibrated it or changed the battery in the pen

Most LISD and Johnston McQueen technology works well when teachers do basic troubleshooting and then if unable to solve the problem turn in a technology help request or call the Help Desk. Most problems are handled quickly by the technology department.

Virtual computing was introduced in 2010-2011 in order to provide economically reasonable classroom access to computers. When the system works it provides that access, however, frequent interruptions have been encountered throughout each school year.

What type of technology professional development have we provided? What was the impact for staff and students?

Professional staff are required to complete an annual online proficiency course with the skills covered determined by the instructional technology staff.

Comprehensive Needs Assessment

Technology Needs (Continued)

In addition to the proficiency courses face-to-face training, on an individual or small group basis, is available by calling the Help Desk or by making an appointment for training with an instructional technologist.

LISD has on-line help guides through the Technology Wiki.

LISD has a subscription to United Streaming and Atomic Learning.

In what content areas are we using technology and how? What is the effect?

There is a focus on the use of technology to support math, reading and science in particular. (may want to refer to Classworks reports to indicate success or not.)

Technology tools and resources are used throughout the entire instructional program for:

- ? delivery of guided and independent practice
- ? tutorials
- ? research
- ? assessment
- ? management tools
- ? electronic communication

How does the design of the network provide for the users it supports?

LISD has a robust network infrastructure with online access from all computers and in all classrooms throughout LISD.

The network supports BYOD for both staff and students, if approved by campus administration.

Networked printing is available to all users.

Pilot projects are implemented to test several varieties of wireless tablet devices.

All staff and students have logins to LISD Google Apps for Education (email, docs, calendar, sites)

How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

Curriculum/Instruction

The district participates in the State online testing system for TELPAS and other STAAR online exams.

District or campus initiated learning management systems have been implemented to support instruction in math, ELA and science specifically.

Classworks

Read 180/System 44 (select campuses)

Textbook electronic resources - resources made available by textbook adoptions for math, science, social studies and ELA.

TEKS Resource System - purchased by the district. Provides standardized curriculum guides across campuses and grade levels.

Teachers utilize electronic resources such as: YouTube, United Streaming, Atomic Learning, Khan Academy, and other web resources to enhance their curriculum delivery.

Integration activities can be found across all grade levels and core subject areas.

Many teachers use their teacher web sites to deliver instruction for integrated activities.

Google apps for education is used by some teachers and students for collaboration projects and writing assignments with peer editing.

Integration

Several electronic tools are available to staff and students for integration and support for instruction.

Gale Databases - purchased by the State for all districts

Encyclopedia Britannica - purchased by the State for all districts

Comprehensive Needs Assessment

Technology Needs (Continued)

Atomic Learning

K-8 Technology Applications electronic curriculum provided by Learning.com

Assessment

Online testing available for Special Ed students for STAAR A and STAAR L tests.

Telpas testing is given online each spring

Technology Summary

Technology use continues to be a major need. Teachers are hesitant to invest in learning new methods. In 2016-2017 we will continue to offer many sessions for learning during conference periods to grow faculty capacity. A major focus for the staff will be to increase student engagement and integrate technology in the learning process. Another focus needs to be the empowerment of staff to use platforms such as Twitter for self-directed professional development.

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data
DMAC
OnDataSuite
Teacher Turnover Rates

Johnston-McQueen Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 1. Encourage universities to place student teachers in LISD classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain the thriving relationship Johnston-McQueen has with UT Tyler, LeTourneau University, and Stephen F. Austin University to support and continue a history of high numbers of student teachers on this campus. (Target Group: K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 3)	Principal	August - June		Summative - Evaluate the relationship, communication, and collaboration with each college education department that places students at Johnston-McQueen.

Johnston-McQueen Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 2. Develop community and college relationships.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a working relationship with the education departments of Historically Black Colleges and Universities (HBCU) in our community such as Jarvis Christian College, Texas College, and Wiley College. (Title I SW: 5) (Target Group: All) (NCLB: 3)	Instructional Specialist, Principal	August - June		Summative - 1. Visit each HBCU campus department of education.

Johnston-McQueen Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 3. Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use coaching opportunities within the framework of T-TESS, Smore Staff Flyers, and small and large group meetings to promote professional development opportunities. (Title I SW: 5) (Target Group: All) (NCLB: 3)	Principal	August - June		Summative - Survey staff for feedback on professional development.
2. Attend the annual career Expo for Longview ISD. (Title I SW: 1,5) (Target Group: All, AA) (NCLB: 3)	Classroom Teacher(s), Deputy Supt. HR & Community Relations, Instructional Specialist, Personnel Director, Principal	April - May		Summative - Recruit highly qualified teachers in all ares.
3. Provide professional development for all new campus employees. (Title I SW: 1,3) (Target Group: All) (NCLB: 3)	Instructional Specialist, Lead Teacher, Principal	August - June		Summative - TTESS
4. Provide professional development to all staff regarding the unique needs of African American scholars in order to close achievement gaps in Math, Reading, Writing, and Science. (Title I SW: 1,3,4) (Target Group: AA) (NCLB: 1,5)	Classroom Teacher(s), Instructional Facilitator, Principal	August - June		Summative - District Campus Assessments STAAR
5. Staff will choose from a wide variety of workshops and staff development courses to assist them with their individual instructional needs and content areas. These may include: Math, Science, ELAR, GT, SPED Ed, Technology (Title I SW: 1,3) (Target Group: All) (NCLB: 5)	Core Subject Teachers, Principal	August-June	(L)Instructional - \$2,000	Summative - Training Certificate Online Staff Development CAMT CAST

Johnston-McQueen Elementary

Goal 1. Improve Recruitment and Retention of Quality Personnel

Objective 4. Decrease the staff turnover rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a trusting and safe environment for staff-administrator discourse and feedback. (Title I SW: 1,5,8,9) (Target Group: All) (NCLB: 3)	Classroom Teacher(s), Custodial Staff, Instructional Facilitator, Instructional Specialist, Lead Teacher, Librarian, Principal, PTA, School Nurse, Special Ed Teachers, Support Team	August - June		Summative - Survey Staff Retention
2. Utilize TXBESS Mentoring program to help new teachers experience the critical success necessary to strengthen classroom practices and retain them as employees. (Title I SW: 1,5,10) (Target Group: All) (NCLB: 3)	Instructional Specialist, Principal, Teacher(s)	September-June		Summative - Retention of staff
3. Implement monthly activities to celebrate hard work of staff by campus administration. (Title I SW: 1) (Target Group: All) (NCLB: 3)	Principal, Support Team	August-June	(S)Local Funds - \$100	Summative - Feedback

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify subject area content and academic vocabulary and display on classroom Word Walls. (Title I SW: 1,2) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Principal	August - June		Summative - Lesson Plans; classroom walkthroughs
2. Administer district Common Assessments and three-week tests. (Title I SW: 1,9) (Target Group: K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1)	Instructional Specialist, Principal, Teacher(s)	September - May		Summative - Attainment of 90% Goal for all students
3. Purchase additional manipulative materials to develop student conceptual mathematical reasoning and thinking for addition, subtraction, multiplication and division. (Title I SW: 1,2) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Instructional Specialist, Principal	September - May	(L)Instructional - \$1,500	Summative - Campus/District Common Assessments
4. Evaluate two interactive science journals, a good example and a poor example, from each grade level each month. (Title I SW: 1) (Target Group: K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1)	Classroom Teacher(s), Instructional Specialist, Lead Teacher, Principal	September - May	(L)Instructional - \$1,000	Summative - Sample Journals
5. Provide students with field trips that support and enhance learning TEKS in all academic and fine arts areas. (Title I SW: 1,10) (Target Group: All) (NCLB: 1)	Director of Curriculum, Director of Instruction, Instructional Specialist, Principal	August-June	(L)Instructional - \$3,000	Summative - Observation
6. Create lesson plans that focus on content and cognition of daily objectives, provide relevant student-centered activities that scaffold learning, and provide for evidence of student learning. (Title I SW: 1,2) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Instructional Specialist, Principal	August - June		Summative - Common Assessments STAAR PMI Student progressing on grade level Closing the gap between grade levels Increased communication among classroom teachers in coordinating the units of instruction according to TEKS Resource and Revised District Pacing Guides

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Conduct weekly PLC meetings to share/model teaching strategies on specific TEKS/SEs, to review pacing guides and pre-teach content, and to evaluate student progress collaboratively. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Content Area Instructional Coaches, Instructional Specialist, Principal	August - June	(L)Instructional - \$200	Summative - PLC Minutes Sign-in Sheets Campus Common Assessments TPRI Universal Screeners Diagnostic Reading Assessments Improvement in TEKS SEs mastery Closing the gap between grade level TEKS/SEs Increased communication among classroom teachers - scaffold standards TEKS/SEs using Lead4ward Binders
8. Purchase needed equipment and supplies for office and classrooms. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Instructional Specialist, Principal	August - June	(L)Instructional - \$5,000	Summative - Observation STAAR/Common Assessments
9. Purchase equipment and supplies for library. (Title I SW: 1,9) (Target Group: All)	Librarian, Principal	August - June	(L)Instructional - \$2,000	Summative - Observation Improved student performance in reading
10. Provide timely intervention for all students (with a strong focus on ECD and AA students) who need accelerated math remediation as determined by Primary Math Inventory and STAAR. (Title I SW: 1,9) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Instructional Specialist, Principal	August - June		Summative - PMI STAAR Campus Common Assessments

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Implement Daily 5 time management structure in 90-minute reading blocks in K-5. Refine the balanced literacy program to assist students with literacy acquisition at all grade levels with emphasis on text-dependent reading in 2nd-4th grades. All teachers will consistently utilize small group differentiated instruction based on individual student academic needs. (Title I SW: 1,2) (Target Group: K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1)	Classroom Teacher(s), Content Area Instructional Coaches, Principal	August - June		Summative - Walkthroughs STAAR
12. Provide 4th grade teachers Professional Development training through Empowering Writers. (Title I SW: 1,4) (Target Group: 4th) (NCLB: 1)	Core Subject Teachers, Principal	September	(L)Instructional - \$1,200	Summative - STAAR Writing Writing Common Assessments
13. Write a campus initiative grant to secure a maker-space for the library. (Title I SW: 2) (Title I TA: 1,2,3) (Target Group: All) (NCLB: 1)	Librarian, Principal	August - December		Summative - Rigby TPRI Common Assessments STAAR
14. Lead teachers will participate in various Lead4ward staff development and disseminate research-based instructional strategies to their team. (Title I SW: 1) (Title I TA: 1,5,6) (Target Group: All) (NCLB: 1)	Lead Teacher, Principal	August-May		Summative - Common Assessments STAAR

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 1. Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
15. Use content and language objectives that will be posted in classrooms and specifically communicated to the students. Anchor charts will also be used as instructional/learning tools to introduce, spiral and reinforce the learning of key concepts. These anchor charts will also be used for the transfer of content across curricular areas. (Title I TA: 1,5) (Target Group: All) (NCLB: 1,3)	Classroom Teacher(s), Content Area Instructional Coaches, Instructional Specialist, Principal	August-June		Summative - Observation Common Assessments STAAR
16. Analyze and disaggregate data at the campus/ classroom/ individual student level to determine the needs of each student and plan for differentiated instruction. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Instructional Specialist, Principal	August-June		Summative - District Common Assessments STAAR Rigby TPRI PMI
17. Respond to student performance data through decisions to re-teach, spiral, and conduct interventions. All K-5th-grade teachers will participate in Data Meetings with campus leadership and district leadership. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Content Area Instructional Coaches, Core Subject Teachers, Instructional Specialist, Principal, Special Ed Teachers	August-June		Summative - District Common Assessments STAAR

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 2. Increase attendance rates at all campuses to at least 97%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide incentives to motivate achievement of students in the areas of academic performance, attendance, and citizenship. (Target Group: All) (NCLB: 4)	Principal, PTA	August-June	(F)Title I - \$1,000	Summative - Number of incentives given to students
2. Celebrate excellent student attendance each six weeks during an awards assembly. (Title I SW: 1) (Target Group: All) (NCLB: 1,5)	Classroom Teacher(s), Core Subject Teachers, Counselor(s), Instructional Specialist, Principal	August - May	(F)Title I - \$1,000	Summative - Awards Assembly

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 3. Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Differentiate instruction and provide timely, targeted interventions for the at-risk as well as GT students. (Title I TA: 1,3,5,6) (Target Group: AA, ESL, GT, AtRisk, Dys, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 3)	Classroom Teacher(s), Curriculum & Instruction Dept., Instructional Specialist, Principal, Rtl Team, Special Ed Teachers, Teacher(s)	August-June		Summative - RTI Common Assessment STAAR
2. Implement the use of Fountas & Pinnell's Leveled Literacy Intervention Systems (LLI Kit) for Skills to differentiate instruction and reduce achievement gaps for the ECD, African American and Special Education population. (Title I SW: 1) (Title I TA: 1,3,4) (Target Group: AA, ECD, SPED) (NCLB: 3)	Classroom Teacher(s), Instructional Specialist, Principal, Special Ed Teachers	August-June		Summative - LLI Reports Teacher assessments Common Assessments STAAR
3. Implement a one-on-one site based mentoring program for at-risk students. (Title I SW: 1) (Target Group: AtRisk) (NCLB: 1)	Classroom Teacher(s), Counselor(s), Principal	August-June	(S)Local Funds - \$500	Summative - Discipline Referral Attendance
4. Implement a small group mentoring program for pre-teen at-risk and ECD students. (Title I SW: 2) (Title I TA: 1) (Target Group: ECD, AtRisk) (NCLB: 1,5)	Classroom Teacher(s), Instructional Specialist, Principal, Support Team	August-June	(S)Local Funds - \$200	Summative - Survey Observation STAAR Decrease in Discipline Referrals
5. Promote vocabulary development and reading fluency through daily teacher read-alouds. (Title I SW: 1) (Target Group: AtRisk) (NCLB: 1)	Classroom Teacher(s), Support Team	August-June	(L)Instructional - \$500	Summative - Lesson plans Walk through forms Reading Specialist RIGBY TPRI

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 3. Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Implement curriculum units on African-American history month, Hispanic awareness, women's contributions to society and awareness of various cultures through literature. (Title I SW: 1) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), ESL Teacher, Instructional Specialist, Librarian, Principal, Special Ed Teachers, Support Team	August-June	(L)Instructional - \$1,000	Lesson Plans Observation Library check-outs

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 4. Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide continuous progress monitoring to offer timely and appropriate interventions/lessons in order to address student needs. (Title I TA: 1,2,3,4,5,6) (Target Group: All) (NCLB: 3,4)</p>	<p>Dyslexia Teacher, ESL Teacher, Instructional Specialist, Principal, Special Ed Teachers</p>	<p>August-June</p>		<p>Summative - Rigby TPRI Common Assessments STAAR</p>
<p>2. Provide students with vocabulary support and visual representation. (SIOP Strategies, anchor charts, classroom word walls, personal word walls). (Title I TA: 1,3,4,5,6) (Target Group: AA, ESL, AtRisk, Dys) (NCLB: 1,3)</p>		<p>August-June</p>		<p>Summative - District Common Assessments STAAR</p>
<p>3. SPED, Dyslexia, and ESL students will be given more scaffolded support within the classroom on grade level material. More targeted skill-based assessment will be used to specifically identify gaps in learning and to provide appropriate pre-teaching (front-loading) of curriculum content. (Title I TA: 1,3,5) (Target Group: ESL, SPED, Dys) (NCLB: 1,3)</p>	<p>Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Instructional Assistants, Principal</p>	<p>August-June</p>		<p>Summative - Classroom Assessments District Common Assessments STAAR</p>
<p>4. Faculty/PLCs meetings will focus on data from Common Assessments to support District Standard of 90% on all Common Assessment. (Title I TA: 1,3,4,5,6) (Target Group: All) (NCLB: 1,3)</p>	<p>Curriculum & Instruction Dept., Instructional Specialist, Principal, Rtl Team, Teacher(s)</p>	<p>August-June</p>		<p>Summative - District Common Assessments STAAR RIGBY TPRI GT Classes Advance Level III Performance</p>

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 5. Provide a well-balanced and appropriate curriculum to meet the needs of the campus community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improve student fitness, Fitnessgram scores, and student wellness through use of the CSHP/CATCH. (Title I SW: 1,10) (Target Group: All) (NCLB: 4,5)	Core Subject Teachers	August-June		Fitnessgram data

Johnston-McQueen Elementary

Goal 2. All Schools Will Meet State Standards

Objective 6. Increase student achievement on the STAAR and TPRI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Give Common Assessments in 1-2 to identify TEKS that need further reinforcement for TPRI/STAAR. (Title I SW: 1) (NCLB: 1)	Classroom Teacher(s), Instructional Specialist, Principal, Support Team	August-June		Benchmark TPRI STAAR

Johnston-McQueen Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 1. Provide teachers with curriculum resources, training, materials (equipment and manipulatives) to ensure effective instructional practices for higher levels of student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide 3-5 math teachers with Fay Whitlow instructional system and manipulatives. (Title I SW: 1,2) (Target Group: 3rd, 4th, 5th) (NCLB: 1)	Core Subject Teachers, Curriculum & Instruction Dept., Principal	August - June		Summative - Math STAAR Math Common Assessments
2. Provide coaching and practice sessions for students to participate in UIL competition. (Title I SW: 1,2,10) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Principal, UIL Coordinator	August - June	(L)Instructional - \$100	Summative - District Meeting Ranking
3. Design engaging and rigorous math lessons to close the achievement gap. (Title I SW: 1,2) (Title I TA: 1,2,3) (Target Group: AA, ECD) (NCLB: 1,5)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Principal	August - June		Summative - Classroom Walkthrough Data Lesson Plans STAAR
4. Implement Classworks as a supplemental web-based program for all students in grades K-5 in the areas of Math and Science to provide a vehicle to differentiate the curriculum. This program will help teachers work with individuals or groups in needed areas and identify gaps in learning. (Title I TA: 1,3) (Target Group: All) (NCLB: 1)	Instructional Specialist, Principal, Teacher(s), Technology Staff	August-June		Summative - EKS Resource Assessments (Common Assessments) STAAR PMI Campus/District Simulations
5. Continue assessment of students in the state TPRI reading inventory in grades K-2, serving at-risk students through the Tier II and Tier III models. (Title I TA: 1) (Target Group: AtRisk) (NCLB: 1)	Classroom Teacher(s), Principal, Support Team	August-June	(L)Instructional - \$1,000	Summative - TPRI Reading Interventionists Data
6. Provide teachers with the necessary curriculum materials to promote learning and meet TEKS standards. (Title I SW: 1) (Target Group: All, 5th) (NCLB: 3,5)	Classroom Teacher(s), Instructional Specialist, Principal	August-June	(L)Instructional - \$5,000	Purchase orders/receipts on file Motivation Math/Science

Johnston-McQueen Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 2. Improve student achievement and growth by providing instruction that focuses on higher-order thinking skills.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Professional Learning Communities will meet to collaborate on best practices for differentiation strategies within content areas and the use of engaging technology by students to create authentic products. (Title I SW: 1,3,5) (Target Group: All) (NCLB: 3)</p>	<p>Instructional Specialist, Principal, Teacher(s), Technology Staff</p>	<p>August-June</p>		<p>Summative - District Common Assessments Classroom Assessments STAAR Student Products (Student-created videos, web pages, etc.)</p>
<p>2. Write lesson plans that reflect activities, resources, and assessments that are appropriately aligned to the cognition and content of the student expectations for effective student learning and growth. (Title I SW: 1,3)</p>	<p>Classroom Teacher(s), Principal</p>	<p>August- June</p>		<p>Summative -</p>
<p>3. Create learner goal-setting protocols and instructional feedback forms as means for self-monitoring for students. (Title I SW: 1,2) (Title I TA: 1,3) (Target Group: 1st, 2nd, 3rd, 4th, 5th)</p>	<p>Classroom Teacher(s), Instructional Specialist, Principal</p>	<p>August - June</p>		<p>Summative - Templates for Student Reflection of Performance Rubrics for student self-assessment</p>
<p>4. Implement 90 minutes Math Block schedules by utilizing the TEKS Resource System and LISD pacing calendar that provides instruction in numeracy and problem solving. Use best practice models with a strong emphasis on the problem-solving process. Align problem-solving instruction with APS check. (Title I TA: 3,5,6) (Target Group: All) (NCLB: 1,3)</p>	<p>Content Area Instructional Coaches, Instructional Specialist, Principal</p>	<p>August-June</p>		<p>Summative - Common Assessments STAAR Lesson Plans Walkthroughs, TTESS</p>
<p>5. Implement challenging curriculum for gifted and high achieving students, accomplished through integrated instruction. (Title I SW: 1) (Title I TA: 1,5) (Target Group: All) (NCLB: 1)</p>	<p>Classroom Teacher(s), Instructional Specialist, Principal</p>	<p>August-June</p>		<p>Summative - Lesson Plans STAAR Common Assessments</p>

Johnston-McQueen Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 3. Provide vertically aligned instruction with the rigor, depth, and complexity needed to exceed the state level in math and science.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Specialists will work with 1st-5th grade teachers to address TEKS taught in lower grades but tested in 5th. (Title I SW: 1,3) (Target Group: All) (NCLB: 3)	Classroom Teacher(s), Instructional Specialist, Principal	August-June		Summative - Journals District Common Assessments STAAR

Johnston-McQueen Elementary

Goal 3. All Schools Will Perform at State Level in Math and Science

Objective 4. Improve effective methods and instructional strategies that are based on scientifically based research that address the needs of all children.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide 90 minute math and science instructional blocks in tested grades. Math 3-5; Science 5th. (Title I TA: 1,3,5,6) (Target Group: All) (NCLB: 1,3)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Principal	August-June		Summative - Walk through Journals Common Assessments STAAR
2. Provide hands-on experiences in science and math in order to engage students and develop concrete understanding of concepts. (Title I SW: 1) (Title I TA: 1,3,5) (Target Group: All) (NCLB: 3)	Classroom Teacher(s), Core Subject Teachers, Instructional Specialist, Principal	August-June	(L)Instructional - \$2,000	Summative - Lesson Plans Observation Field Trips
3. Provide parent support in math and science activities through school-wide math and science night. (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Principal, PTA	August-June	(F)Title I - \$500	Summative - Sign-in sheets Attendance Parent Surveys

Johnston-McQueen Elementary

Goal 4. Improve Social/Life Skills of Longview Early Graduation High School Students

Objective 1. Utilize student career investigations and personal interests to navigate students toward a career/college path.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a Career Day to increase student awareness of possible careers. (Title I SW: 10) (Target Group: All, 3rd, 4th, 5th) (NCLB: 5)	Counselor(s), Parent Volunteers, Principal, Support Team, Teacher(s)	May		Summative - Student Participation
2. Host a college week to emphasize and support enthusiasm for post secondary education. (Title I TA: 4) (Target Group: All) (NCLB: 5)	Counselor(s), Instructional Specialist, Principal	August-June		Summative - Student Participation

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Objective 2. Expand comprehensive programs for Career and Technical Education (CTE) to serve 90%-100% of students that have indicated an interest in a chosen career via community connections, mentorship programs, and meaningful learning opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Junior Achievement to explore business skills and application within our community. (Title I SW: 2,6,10) (Target Group: 2nd) (NCLB: 5)	Classroom Teacher(s), Principal	August - December		Summative - Junior Achievement Sessions

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Objective 3. Seek ways to effectively integrate social and emotional learning into classrooms and programs such as getting along and respecting others.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Character education skills will be taught and practiced:</p> <ul style="list-style-type: none"> • Dealing with feelings • Alternatives to aggression • Friendship making • Responsible behavior <p>Help increase reluctant students' self-esteem and promote enthusiasm of attending school on a daily basis. (Title I TA: 3,4,5) (Target Group: All) (NCLB: 4)</p>	<p>Classroom Teacher(s), Counselor(s), Instructional Specialist, Principal</p>	<p>August-June</p>	<p>(L)Instructional - \$500</p>	<p>Summative - Discipline Referrals Counselor Referrals</p>
<p>2. Continue to teach, model and practice the new rules of the Elementary Progressive Discipline Plan: Be Safe! Be Responsible! Be Respectful! (Target Group: All) (NCLB: 4)</p>	<p>Classroom Teacher(s), Counselor(s), Dyslexia Teacher, ESL Teacher, Instructional Specialist, Librarian, Principal, Support Team</p>	<p>August-June</p>		<p>Summative - Counselor Referral Discipline Referral</p>
<p>3. Continue the Safety Patrol Program which helps the development of leadership, responsibility, and good citizenship qualities. (Title I SW: 6) (Target Group: 5th) (NCLB: 4,5)</p>	<p>Principal</p>	<p>August-June</p>		<p>Summative - Observations Parent Survey</p>
<p>4. Integrate physical education and music TEKS to implement Movement and Motion Program. This program provides moderate to vigorous physical activities stressing knowledge, attitude team building and skills in being active for a lifetime. (Title I TA: 4,8) (Target Group: All) (NCLB: 1,5)</p>	<p>Core Subject Teachers, Principal</p>	<p>August-June</p>	<p>(L)Instructional - \$1,400</p>	<p>Summative - State Fitness Gram Observation</p>

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Objective 4. Increase the business community's understanding and involvement in the educational program of the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase parental and community involvement via the Site-Based Decision Making Committee. (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Support Team	August-June		Attendance Sign-in Sheets
2. Develop opportunities for parents and community members to interact with classrooms through activities such as volunteer days and guest reading days. (Title I SW: 1,6) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Principal	August-June		Sign-in sheets Newspaper articles Ed-Connect
3. Encourage emerging literacy by continuing "Read with Me" in Pre-K as students take books home and read with their families and community friends; and increase the number of participants. (Title I SW: 1,6) (Target Group: K, 1st) (NCLB: 1)	Classroom Teacher(s), Parent Volunteers, Principal	August-June	(L)Instructional - \$800	Summative - Reading Logs Readers sign-in-sheet Increase in the number of books read Books
4. Host a Family and Friends Night during Book Fair. (Title I SW: 6,10) (Target Group: All) (NCLB: 1)	Librarian, Principal	October-June	(L)Instructional - \$500	Summative - Book sales
5. Increase parent-school relations by increasing contact with families regarding the special programs in which their children may participate, including Gifted and Talented, Reading Intervention, and ESL. (Title I SW: 6,10) (Target Group: All) (NCLB: 4)	Classroom Teacher(s), Counselor(s), Principal	August-June		Documentation of home visits Phone logs Attendance Sign-in sheets Reading Interventionist
6. Host a Veteran's Day event for children and parents. (Title I SW: 10) (Target Group: All) (NCLB: 5)	Core Subject Teachers	November		Sign-in sheets Participation

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Goal 5. Improve/Maintain District Grounds and Facilities

Objective 1. Create a culture for student involvement in the care and pride for grounds and facilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide students and parents with opportunities for community service for clean-up and care around the campus. (Title I SW: 1,10) (Target Group: All) (NCLB: 4)	Classroom Teacher(s), Counselor(s), Instructional Assistants, Principal, Support Team	August - May		Summative - Monthly Custodial Reports Keep Longview Beautiful Day Cafeteria Clean-Up Procedures

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Goal 5. Improve/Maintain District Grounds and Facilities

Objective 2. Conduct an ongoing campus needs assessment to determine grounds and facility requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use campus walkthroughs, staff-reported requests, and campus accident data to promptly inform the maintenance department or other appropriate authorities to address deficiencies. (Title I SW: 1,9,10) (Target Group: All) (NCLB: 4)	Classroom Teacher(s), Custodial Staff, Instructional Specialist, Principal, School Nurse	August - May		Summative - Monthly custodial reports Accident Records