

Johnson Primary School Council	Minutes 2023-2024
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Meeting Date 4/24/24 Meeting Location: Room 8

Members present	Ty Quam, Rosaisela Cota, Mackenize Braun, Jennifer Krumholtz and Suzette Madril
Members absent	Virginia Llamas and Maria Valdez
Constituency group represented	Yes

I. Called to order at 3:30 pm by Ty Quam

II. Approval of Minutes for March 27, 2024
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DISCUSSION NOTES	<p>Principal’s report: Johnson’s integrated action plan. Focus on four sections. One: School planning team: List the stakeholders who participate in the comprehensive needs assessment (CNA) and integrated action plan (IAP) planning process Rose Cota – principal (administrator) Roni Altamirano –curriculum service provider (instructional coach) Gary Pete – Ex.ed resource (teacher) Kristy Esquerra –MTSS facilitator (curriculum coordinator) Wilbur Bateman – Counselor (other) Jahn timer Gomez - first grade teacher Jennifer Krumholz – second grade teacher Suzette Madril – Family liaison Lorena Pena – Parent</p> <p>Describe how the school actively and consistently involves all stakeholders identified in the development of the school plan and how to plan is regularly monitored and revised based on student’s needs. Johnson team meets monthly to go over the CNA process and IAP process. We hold weekly PLC’s to go over goals and data analysis. We hold principal data huddles to go over quarterly data.</p>
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Two: Four-point questions (guided rubric as reference for each question; 0-not yet begun, 1-beginning implementation, 2-beyond initial implementation, 3-deeply embedded)

1. Is the school's **mission and vision** for student success widely known and shared by stakeholders? Rate 3
2. Do school **structures and systems** (bell schedules, calendar common planning time, professional development, expanded opportunities, etc) maximize student success? Rate 3
3. Do teachers, administrators, parents and students have a common understanding of **what we want students to know and be able to do**? Rate 2
4. Do **assessments** and benchmarks align to standards and accurately predict state assessment results? Rate 2
5. Do teachers use aligned **instructional practices** that achieve the best student achievement results? Rate 2
6. Is effective **intervention** provided when student have not demonstrated mastery of required content/skills? Rate 3
7. Is effective **enrichment** provided when students have demonstrated mastery of required content/skills? Rate 3
8. Is there an effective and efficient system used to **improve, catalog, and save** teacher work (scope and sequence, assessments, etc)? Rate 3

Three: School Level Data Instructions

1. How does your school's math proficiency compare to other schools with similar levels of poverty? Score 2 (Average or slight above)
2. How does your school's ELA proficiency compare to other schools with similar levels of poverty? Score 1 (slightly below average)
3. What are the largest gaps between non-SWD (students with disabilities) subgroup performance and all student performance? Score 2 (5-14.00 percentage point gap)
4. How are students with disabilities performing in comparison to all students? Score 3 (less than 10 percentage point gap)
5. Which band does your school's English Language reclassification rate fall into? Score 1 (slightly below average)

- 6. Which band does your school’s chronic absenteeism rate fall into? Score 2 (Average or slight above)
- 7. What percentage of students are participating in arts classes? Score 0 (TUSD OMA art class don’t count)
- 8. What percentage of students are participating in physical education classes? Score 0 (Johnson school does not have a P.E classes)

Four: English Language Arts (ELA) and Math goals and action steps with identified need.

Goal for ELA: **Increase the overall ELA scores on the Spring 2024 AASA from 24% to 30%**

Action steps

Action step	Related focal point	Responsible/title
3 rd grade teachers will develop learning targets for ELA	Learning targets	Third grade teachers
Reading interventionist will provide intervention to identified students in ELA during the day.	Tier 2 and 3 Interventions (small groups)	Reading interventionist and teachers
Librarian assistant will provide book studies as an enrichment to support students who have mastered the standard.	Enrichment	Librarian
Teachers provide small group tier II interventions during the guided reading lessons.	Interventions	Teacher and teacher assistants
Walk to read will be provided to support students with their individual skill during the 90-	Interventions	Grade level teachers

minute reading lesson.		
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Goal for math: **Increase the overall math scores on the Spring 2024 AASA from 15.7% to 25%**

Action steps

Action step	Related focal point	Responsible/title
3 rd grade teachers will provide intervention to identify students in math during small group guided math	Structures and systems	Third grade teachers
Teachers will work as a team to analyze benchmark data, and CFA's during PLC. Quarterly principal data huddles will be put in place to drive our instruction. Funding will be used to allow teacher planning time	Assessment	Principal CSP Third grade teachers
Third grade teachers will develop learning targets for math	intervention	Grade level teachers
Walk to math will be provided to support student with their individual skill during the 60-minute math lesson	Interventions	Grade level teachers

		Subgroup income eligible: By the end of third grade our academically disadvantage students will make a 5% growth from 21.51 to 26.		
		Action step	Related focal point	Responsible/title
		Family liaison will support and communicate the educational focus by holding parent workshops on foundational reading and math skills.	Instructional resources	Family liaison
		Added duty will be used for teachers to quarterly plan, MTSS, and family engagement	Structures and systems	Teachers and CSP
		Counselor and SEL lessons to support students with their confidence and needs towards academics.	Instructional practice	Counselor
CONCLUSIONS		N/A		
ACTION ITEMS				
DISCUSSION NOTES		No members spoke		
CONCLUSIONS		N/A		

III. Reports

REPORTS TO REVIEW	Principal's report
DISCUSSION	Johnson's end of the year testing ended. Johnson students K-3 rd were assessed for TUSD DIBELS end of the year. Second and third grade students completed all TUSD quarterly

	benchmark assessments for the year. Third grade students completed the Arizona Academic Standard Assessments (AASA) Teachers are now closing the year by continuing to engage and teaching students the academics for the next school year.
CONCLUSIONS	
ACTION ITEMS	

IV. Action Items

ITEM TITLE	No action item
DISCUSSION NOTES	
RESOLUTION	

V. Submission of items for next agenda.

VI. The meeting was adjourned at Jennifer Krumholz by Mr. Quam

Motion to adjourned by 4:00 pm