



C I Johnson Elementary School



SCHOOL IMPROVEMENT PLAN

May 18, 2026



EAST AURORA SCHOOL DISTRICT 131

SIP TEAM

Ines Sem, Principal

**Courtney Bissell, Assistant
Principal**

**Julie Weintraub, 3rd Grade Lead
Teacher**

**Isabel Jorjorian, 4th Grade Lead
Teacher**

**Sandra de los Santos, 5th Grade
Lead Teacher**

**Jennifer Lipscomb, Math
Interventionist**

**Nicole Cavanagh, Reading
Interventionist**

**Robert Savoie, Instructional
Coach**

Pedro Rosales, Resource Teacher

Noemi Saenz Morales, Bil. SPED



C I Johnson Elementary
School

Our Mission: At Johnson Elementary School, we educate and empower all students to reach their full potential by fostering a love of learning, critical thinking, and responsible citizenship in a safe and inclusive environment.



Our Vision: At Johnson Elementary, we envision a future where every child flourishes. We're committed to nurturing lifelong learners who are also innovative problem-solvers and compassionate leaders. We do this by providing engaging education that fosters critical thinking and responsible citizenship, empowering each student to discover their strengths and confidently succeed in a changing world.





OUR CURRENT REALITY



	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Math Achievement (MAP)	74.3%	75%	68.8%	66.7%	74.8%	75%	66.7%	33.3%	50%	78.7%	68.9%
Math Proficiency IAR (2024)	55%	N/A	52%	N/A	55.6%	N/A	N/A	N/A	N/A	56.7%	53%
iReady (K-8)	53.6%	33.4%	36.7%	66.6%	52.5%	55.5%	66.7%	66.7%	44.4%	34%	22.5%
Literacy Achievement (MAP)	62.9%	58.3%	51.4%	77.8%	63%	56.3%	66.7%	33.3%	25%	65.3%	59.8%
Literacy Proficiency (IAR)	63.6%	N/A	49%	N/A	62.8%	N/A	N/A	N/A	N/A	58.2%	70.1%





OUR CURRENT REALITY

	All Students	IEP	EL	Black	Hispanic	White	Two or More	Asian	Newcomer	Males	Females
Annual Daily Attendance (ADA)	95.5%	93.9%	96.1%	95.8%	95.6%	93.9%	96.3%	95.2%	94.6%	95.5%	95.6%
Chronic Absenteeism	7%	27%	5%	11%	7%	7%	0%	0%	0%	7%	8%
Referrals	13%	32.1%	7.4%	2.5%	64.2%	29.6%	1.2%	2.5%	0%	93.8%	6.2%

OUR FOCUS ON LITERACY:

SMART GOAL:

By the end of the 2025–2026 school year, Johnson School will increase the percentage of students meeting or exceeding grade-level expectations in Literacy by 7% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results.

Priority Teaching Practice:

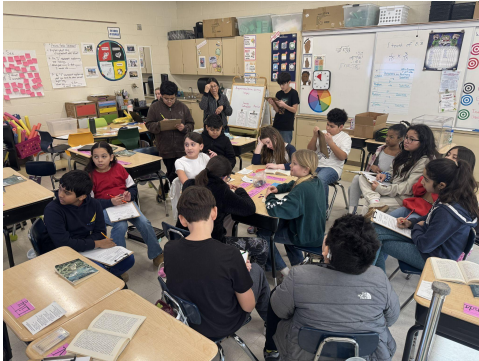
If teachers provide explicit direct instruction, then students will have clearer access to essential concepts and skills.

If teachers consistently use higher level questions, then students will deepen their thinking, reasoning, and classroom discourse.

If teachers use the preview, view, and review strategy, then students will have better access to grade level content in their second language.

Key Actions:

- Weekly PLC meetings
- CFA data review
- Walkthrough
- Discussion Protocol
- Small group instruction
- WIN groups
- Curriculum Compacting
- Literature Circle



OUR FOCUS ON NUMERACY:

SMART GOAL:

By the end of the 2025–2026 school year, Johnson School will increase the percentage of students meeting or exceeding grade-level expectations in mathematics by 7% (no less than 5%) across all reported groups/demographics, as measured by the Spring 2026 Illinois Assessment of Readiness (IAR), compared to Spring 2025 results

Priority Teaching Practice:

If teachers provide explicit direct instruction, then students will have clearer access to essential concepts and skills.

If teachers consistently use higher level questions, then students will deepen their thinking, reasoning, and classroom discourse.

If teachers teach and reinforce problem-solving strategies, then students will be better able to apply their learning independently in complex tasks.

Key Actions:

- Weekly PLC meetings
- CFA data review
- Walkthrough
- Discussion Protocol
- Small group instruction
- WIN groups
- Curriculum Compacting
- Enrichment groups



OUR FOCUS ON A CULTURE FOR BELONGING:

SMART GOAL:

By June 2026, Johnson School will foster a culture for belonging that an average of 96% of all students will attend school and decrease our chronic absenteeism by 5% as measured by ADA.



Priority Teaching Practice:

If teachers consistently greet students, then students will feel they are welcomed in the school environment.

If teachers facilitate community circles, then students will feel they belong and have a voice in the classroom.

If teachers use collaborative structures, then students will learn to work together in a positive way.

Key Actions:

- Consistent Greeting and Farewells
- Clear Grouping Procedures
- Kagan Strategies
- Collaborative Learning Groups
- Game-Based Learning
- Community Building Circles



