

Bryan Independent School District
Johnson Elementary
2018-2019 Campus Improvement Plan



Mission Statement

Bryan ISD, the district of choice, will provide positive educational experiences that ensure high school graduation and post-secondary success.

Vision

Children First. Always.

Core Beliefs

Core Beliefs:

Children first – always;
An educated person has unlimited potential for success;
Every employee of the district must have the support and tools to succeed;
Diversity is an asset;
Every child deserves respect and a quality education;
No excuse is acceptable—the district must succeed;
Public education is the foundation of our community;
All students must be post high school ready, preparing them for the workforce and/or higher education;
Schools should be a safe place to learn;
In educating the whole child by developing their talents, curiosity, and imagination.

Comprehensive Needs Assessment

Revised/Approved: June 11, 2018

Needs Assessment Overview

Weaknesses:

- A. 4th grade math decreased significantly in all areas
- B. 4th writing data shows not as many students performing at masters level as expected
- C. Students not consistently writing on expected grade level at most grade levels.

Prioritize weaknesses:

B, C, A

Because focusing on writing has a larger effect size

Problem statements:

- B. Lack of growth in 4th grade writing in approaches, meets and masters
- C. Decline of writing performance in K-3
- A. Significant drop from fall to spring benchmark in 4th grade math

Root Causes:

B. Teacher content knowledge and lack of consistency in instruction and classroom structure

C. Lack of attention to specific writing instruction in each grade level

A Lack of focus on small group instruction and providing adequate differentiation

Demographics

Demographics Summary

Diverse population

Less students due to fifth grade

increasing dual language program each year

Student Academic Achievement

Student Academic Achievement Summary

High performing - out performing district and state

High acceptance rate for intermediate special programs

Increase in index 2, 3, and 4 scores from Spring 2016 to Spring 2017

Early identification of students' needs

Interventions for students who are at-risk or performing below expected levels are provided and implemented consistently

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Lack of growth in 4th grade writing in approaches, meets and masters **Root Cause:** Teacher content knowledge and lack of consistency in instruction and classroom structure

Problem Statement 2: Decline of writing performance in K-3 **Root Cause:** Lack of attention to specific writing instruction in each grade level

Problem Statement 3: Significant drop from fall to spring benchmark in 4th grade math **Root Cause:** Lack of focus on small group instruction and providing adequate differentiation

School Processes & Programs

School Processes & Programs Summary

Rigorous instruction across curriculum

Application and integration of subjects

Technology integration with a variety of resources

Teacher leadership in decision making

Perceptions

Perceptions Summary

CKH focus - continuing to build relationships

High volume of transfer requests

Effective communication electronically

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented 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
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data


Goals

Goal 1: Support the effective implementation of the district's curriculum and best practices in 21st Century learning to assist all students in meeting state standards.

Performance Objective 1: A focus on writing through quality instruction using research-based materials in each grade level will result in an increase of 10% of students on expected level in writing based on EOY writing portfolio scores and a 10% increase in 4th grade students meeting and mastering grade level standard on Writing STAAR.

Evaluation Data Source(s) 1: Observations, lesson plans, PLC meeting evidence, writing portfolios and work samples, district assessment and benchmark scores, STAAR

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide quality Tier 1 instruction to all students, including those at-risk, in every classroom.	2.4, 2.5, 2.6	Principal, Assistant Principal (AP), Instructional Coaches (IC), teachers	Improved student achievement data				
	Funding Sources: Local Funds - Campus - 0.00, Title I, A - 0.00						
2) PLC's will meet weekly with a specific focus on instructional strategies for writing and small group instruction in addition to how to meet the needs of students who are either above or below grade level.	2.4, 2.5, 2.6	Principal, AP, IC, Teachers	Improved student achievement data Teacher observations				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Local Funds - Campus - 0.00, Title I, A - 0.00						
3) Teachers will meet with the instructional coach once per six weeks to review student writing samples and create an action plan for improvement as needed.	2.4, 2.5, 2.6	Principal, AP, IC, Teachers	Progress monitoring of student writing				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: Local Funds - Campus - 0.00, Title I, A - 0.00						
							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Lack of growth in 4th grade writing in approaches, meets and masters **Root Cause 1:** Teacher content knowledge and lack of consistency in instruction and classroom structure


Problem Statement 2: Decline of writing performance in K-3 **Root Cause 2:** Lack of attention to specific writing instruction in each grade level

Goal 1: Support the effective implementation of the district's curriculum and best practices in 21st Century learning to assist all students in meeting state standards.

Performance Objective 2: By increasing student-centered experiences and differentiation through small group instruction, approaches, meets and masters performance levels on Grades 3-4 2019 STAAR Math will increase by at least 5%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide quality Tier 1 instruction to all students, including those who are at-risk, or ELL's in every classroom.	2.4, 2.5, 2.6	Principal, Assistant Principal (AP), Instructional Coaches (IC), teachers	Improved student achievement data				
	Funding Sources: Local Funds - Campus - 0.00, Title I, A - 0.00						
2) PLC's will meet weekly with a specific focus on instructional strategies for writing and small group instruction in addition to how to meet the needs of students who are either above or below grade level.	2.4, 2.5, 2.6	Principal, AP, IC, Teachers	Improved student achievement data Teacher observations				
	Problem Statements: Student Academic Achievement 3 Funding Sources: Local Funds - Campus - 0.00, Title I, A - 0.00						
3) Weekly lesson plans will include the level of student thinking required for each activity as well as small group instruction and evidence of differentiation.	2.4, 2.5, 2.6	Teachers, Principal, AP, IC	Improved instruction and learning Teacher observations Planning meetings				
	Problem Statements: Student Academic Achievement 3 Funding Sources: Local Funds - Campus - 0.00						
							

Performance Objective 2 Problem Statements:


Student Academic Achievement
Problem Statement 3: Significant drop from fall to spring benchmark in 4th grade math Root Cause 3: Lack of focus on small group instruction and providing adequate differentiation

Goal 1: Support the effective implementation of the district's curriculum and best practices in 21st Century learning to assist all students in meeting state standards.

Performance Objective 3: As a result of tiered instruction in an environment of accountability and support, 90% of students will show improvement on assessments as evidenced by STAAR, district assessments and other measures of student growth.

Evaluation Data Source(s) 3: District assessment data, observation data, lesson plans, STAAR, formal and informal assessments, student work samples.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Coordinated health and fitness program including all students participating in a minimum of 135 minutes of physical activity per week.		PE Teacher	Participation in physical activity Schedules				
Funding Sources: Local Funds - District - 0.00							
2) Intervention/enrichment time and materials, tutoring, accelerated instruction and/or classroom support will be provided during or after school based on students needs in order to increase the percentage of ED, ELL, at-risk, hispanic, and AA students meeting the state's grade level standards and maximize the quantity and quality of instruction time.	2.4, 2.5, 2.6	Principal, AP, IC	Increase in student performance.				
Funding Sources: Local Funds - Campus - 0.00, State Comp - 0.00, Title I, A - 0.00							
3) Replace older technology hardware with new as needed to ensure that students, including those at-risk, have regular access to working equipment for effective technology integration.	2.5	Principal, AP, Teachers	Embracing digital literacy.				
Funding Sources: Local Funds - Campus - 0.00, Title I, A - 0.00							
4) Federal, state and local resources and services will be coordinated and integrated to maximize their impact in student achievement.	2.4	Principal, AP	Increase in student performance.				
Funding Sources: Local Funds - Campus - 0.00, State Comp - 0.00, Title I, A - 0.00							
							


Goal 2: Johnson teachers and staff will grow relationships between community, families, employees, and students with the purpose of improved communication and a positive learning environment as evidenced by a minimum of 20% increase in event attendance and 10% decrease in student and parent concerns.

Performance Objective 1: Build relationships with students and families through positive behavior supports, interventions and activities.

Evaluation Data Source(s) 1: Discipline data, schedules, lesson plans, observations, documentation of activities, newsletters and other parent communication

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Analyze discipline data and provide teachers and students with management strategies that promote a caring, safe environment from our campus' PBIS plan.	2.6	Principal, AP, IC, Counselor, Teachers	Maximizing instruction time in which all students remain in the classroom setting.				
	Funding Sources: Local Funds - Campus - 0.00						
2) Transition to Kindergarten and Intermediate School learning experiences for families and students including parent meetings, school visits and counselor visits to classrooms.	3.1	Counselor, AP	Our goal is for students to transition to Kindergarten and Intermediate School confidently and successfully. We will know based off of parent and student feedback.				
	Funding Sources: Local Funds - Campus - 0.00						
3) New Johnson Jaguars will be invited to have lunch with the counselor within the first three weeks of school.		Counselor	New students will feel even more welcomed to Johnson and know the counselor will always be a resource.				
	Funding Sources: Local Funds - Campus - 0.00						
4) Counselor will provide classroom guidance lessons about topics such as school safety, bullying, social skills, and college & career education three times per six weeks to each homeroom.	2.5	Counselor, Principal	Students will gain social-emotional support which will further impact learning.				
	Funding Sources: Local Funds - Campus - 0.00						
5) Counselor will work with students as needed to help them build problem solving and other social and emotional competency skills required for positive relations and academic achievement.	2.5	Counselor, Principal	Social-emotional support can impact student achievement.				
	Funding Sources: Local Funds - Campus - 0.00						
6) Conflict resolution strategies will be used to address student disputes and promote peace-making through peer mediation.	2.6	Counselor	By being taught and implementing problem solving skills, students will have tools they need to help solve conflict successfully.				
	Funding Sources: Local Funds - District - 0.00						

7) Students in special programs such as homeless, migrant, violence prevention/intervention or dyslexia programs will receive interventions based on individual needs.	2.6	Principal, AP, IC, Teachers, Specialized Staff, Counselor	Documenting SCE services for at-risk students allow interventions to be tracked and student progress to be monitored.				
	Funding Sources: Local Funds - Campus - 0.00						
8) Staff will be trained in the areas of technology, conflict resolution, classroom management, bullying prevention, student code of conduct, SPED, and the value of family engagement and communication.	3.1	Counselor, AP	Continued PD growth that will empower staff. Parent and community involvement will increase.				
	Funding Sources: Local Funds - Campus - 0.00						
							


Goal 2: Johnson teachers and staff will grow relationships between community, families, employees, and students with the purpose of improved communication and a positive learning environment as evidenced by a minimum of 20% increase in event attendance and 10% decrease in student and parent concerns.

Performance Objective 2: Build spirit, pride, commitment and ownership of Johnson celebrating who we are, what we do and why we are so amazing.

Evaluation Data Source(s) 2: Student awards, documentation of activities and events

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Parents will be involved in a timely way to plan, review and improve Johnson's Title 1, A program including improvement to the Family and Community Engagement Policy and Home School Compact.	3.1	AP, Teachers	Increase school-parent- community partnership.				
	Funding Sources: Title I, A - 0.00, Local Funds - Campus - 0.00						
2) Johnson's Family and Community Engagement Policy will be made available to the local community, provided in a language all families can understand and updated periodically to meet the needs of parents and the school.	3.1	AP, Teachers	Increase school-parent- community partnership.				
	Funding Sources: Title I, A - 0.00, Local Funds - Campus - 0.00						
3) Johnson's Home School Compact will be developed with parents to include a shared responsibility among school staff, parents and students for improved student success and describe how the school and parents will build and develop a partnership to help students achieve state standards.	3.2	AP, Teachers	Increase school-parent-community partnership				
	Funding Sources: Local Funds - Campus - 0.00, Title I, A - 0.00						
4) Annual Title 1 Meeting will be held during Orientation Night to explain Johnson's Title 1 status, our state's curriculum, academic assessments and proficiency levels.	3.2	Principal, AP, Teachers	Keeping parents informed of Johnson's academic performance and ratings.				
	Funding Sources: Local Funds - Campus - 0.00, Title I, A - 0.00						
5) PBIS strategies and processes will be shared during orientation as well as, throughout the year in newsletters and other publications, in a format and language that parents and families can understand.	3.1	Teachers, Principal, AP	Keeping families informed and involved as partners in student learning.				
	Funding Sources: Local Funds - Campus - 0.00						

6) Family events such as Parent Academic Night will be held throughout the school year to provide opportunities for all families (including ELs, those with disabilities, and migratory children) to participate in their child's school and education, including activities to help parents help their children at home.	3.2	Teachers, Principal, AP	Keeping parents involved in their child's/children's education.				
	Funding Sources: Title I, A - 0.00						
7) GT exhibits will be shared with families and parents to highlight the work of our 1-4 identified students.	2.5	AP, Teachers	Parents exploring and taking part of enriched learning that students are experiencing at Johnson Elementary.				
	Funding Sources: Local Funds - Campus - 0.00						
8) All students with perfect attendance for a six weeks' period will go into a drawing for a bicycle through a continued partnership with State Farm Insurance.		Principal	Student attendance rate increases.				
	Funding Sources: Local Funds - Campus - 0.00						
9) Johnson's Campus Improvement Plan will be developed with parents, teachers and other members of the community and will be made available in an understandable format and language.	3.2	Principal	Increased school-parent-community partnership				
	Funding Sources: Local Funds - Campus - 0.00						
							


Goal 3: A highly qualified workforce will be recruited and retained to support student success.

Performance Objective 1: Support the district recruitment plan to ensure the hiring of quality individuals for Johnson while also creating an environment that is conducive to retaining high quality employees.

Evaluation Data Source(s) 1: Teacher retention data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Every effort will be made to ensure all students are taught by highly qualified teachers and staff.	2.4	Principal, AP	Increase student achievement.				
	Funding Sources: Local Funds - District - 0.00						
2) Assist teachers and paraprofessionals to meet the certification requirements and/or highly qualified requirements as needed.	2.5	Principal, AP	Empowering teachers so we can empower students.				
	Funding Sources: Local Funds - Campus - 0.00						
3) Instructional Coaches, in coordination with the principal and assistant principal, will provide support for all teachers through classroom observations and feedback, differentiation strategies, technology integration strategies, ongoing PLC's that include professional development/training and other best practice strategies.	2.4	Principal, AP, IC	Increase partnership between teachers, IC's and administration team to help student achievement.				
	Funding Sources: Title I, A - 0.00, State Comp - 0.00						
4) Work with HR to ensure that all teachers meet the HQ teacher requirements. If it becomes necessary for a non-HQ teacher to be placed in a core content classroom, the campus will support the district's HR department in the following ways: expand partnerships with universities by hosting student teachers, developing a "grow your own" program to increase the number of high school graduates who may enter the profession, and support the district in implementing a strategic compensation plan to ensure the recruitment and retention of HQ teachers.	2.4, 2.5, 2.6	Principal	HQ teachers are hired to help students experience success in and outside of the classroom.				
	Funding Sources: Local Funds - District - 0.00						

5) Continue Champion Circles where PBIS strategies and other PD goals are created and discussed. Relationships are formed in groups where members hold each other accountable in keeping the school climate positive and encouraging. A schedule of meeting times will be created (the 2nd and 4th Wednesday of each month) to help foster accountability and reliability.	2.4, 2.5, 2.6	Principal, Process Champions	Teacher accountability and positive school culture which impacts student learning.				
	Funding Sources: Local Funds - Campus - 0.00						
6) Incorporate more team building activities amongst staff to foster teacher retention.	2.4, 2.5, 2.6	Principal, AP, Climate Committee	Encouraging and supportive school climate promotes a positive learning environment.				
	Funding Sources: Local Funds - Campus - 0.00						
7) Develop and monitor teacher improvement goals through T-TESS system in order to grow and improve teacher performance.	2.4, 2.5, 2.6	Principal, AP, teachers	Growing teachers to increase student achievement.				
	Funding Sources: Local Funds - Campus - 0.00						
							

Campus Funding Summary

Local Funds - Campus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	7			\$0.00
2	1	8			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	5			\$0.00
2	2	7			\$0.00
2	2	8			\$0.00
2	2	9			\$0.00

3	1	2			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
Sub-Total					\$0.00

Local Funds - District					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
2	1	6			\$0.00
3	1	1			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00

State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	4			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00

Title I, A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00

2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
2	2	6			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Planning Team Rubric

Campus plans must be developed or revised with the involvement of the community to be served and the individuals who will carry out the plan. Team members must include parents, community/business members, teachers, principals, other school leaders, paraprofessionals present at the school, pupil services personnel, and, if appropriate, technical assistance providers, and students if the plan relates to a secondary school.

On the rubric below, provide the names of your team members, their role, and responsibilities on the team. Upload the rubric in Plan4Learning when the 2018-19 version is available.

<i>Name</i>	<i>Role – principal, teacher parent, etc.</i>	<i>Responsibilities</i>
<i>Principal (required):</i>		
Amy Newbold	Principal	Facilitator
<i>Teachers (required):</i>		
Brandi Anderson	Teacher	Member
Julie Sorgenfrei	Teacher	Member
Rachel Thomas	Teacher	Member
Lauren Anderson	Teacher	Member
Yvonne Stone	Teacher	Member
Nicole Ponzio	Teacher	Member
<i>Parents & Community (required):</i>		
Joy Allen	Community	Member
Shanna Filburn	Parent	Member
<i>Other School Leaders (required):</i>		
Amy Thomman	Assistant Principal	Record Keeper
<i>Paraprofessionals (required):</i>		
Mark Garcia	PE Assistant	Member
<i>Pupil Services Personnel (required):</i>		
Coral Rodriguez	Special Ed Teacher	Member
<i>Students (secondary schools only):</i>		
<i>Other:</i>		