

Taylor Independent School District
T.H. Johnson Elementary
2019-2020 Campus Improvement Plan



Mission Statement

"Taylor ISD is preparing every student to compete in a global society through a premium educational experience and strong partnerships."

Vision

"Relentless in the pursuit of educational excellence so that Taylor ISD will be the district of choice as we pursue educational excellence."

Value Statement

Our core values are relationships, innovation, passion, and excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

T.H. Johnson Elementary has a total enrollment of 393 students (including Headstart). The school is a Pre-Kindergarten and Kindergarten campus, with a student population consisting of: 0.25% Asian, 9%, African American, 63% Hispanic, and 25% Anglo. 92% of the student population is in regular education and 8% qualify for Special Education services. 0% of the school population is migrant students. 18% of the student population is English Learners with 12% of the population who receive instruction in an language other than English (Spanish). 72.5% of the student population is economically disadvantaged and qualify for free or reduced lunch. T.H. Johnson Elementary qualifies as a school wide Title 1 campus. Title 1 funds, as well as all other federal and state funds are supplemental to other funds available to T.H. Johnson Elementary.

Ethnic groups have remained consistent from last year to this year. The population of English Learners went down this year from 23%. This fluxuation is consistent with previous years.

Demographics Strengths

T.H. Johnson provides Pre-Kindergarten to 171 students. In addition to providing free Pre-K for those who qualify, we also offer tuition-based Pre-K. In the past three years, our tuition-based enrollment has increased from 7 students to 34 students in the 2018-2019 school year.

For the 2019-2020 school year, we will add two half-day sessions of Pre-K for 3 year olds. One session will be English and the second session will be Bilingual Spanish. Each session will have a maximum of 20 students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 73% of our students are economically disadvantaged **Root Cause:** Regional demographics

Problem Statement 2: 73% of our students are economically disadvantaged **Root Cause:** Our students don't come to us ready to read and write which creates a challenge

Student Achievement

Student Achievement Summary

Pre-K students are assessed with the CIRCLE assessment: Letter Naming = 79% (down from 85%), Vocabulary = 79% (up from 63%), PA Overall = 81% (down from 90%), Math Overall = 88% (down from 95%)

Kinder students are assessed with the TPRI assessment for Reading: Letter Naming = 99% (up from 97%), Letter to Sound Linking 98% (up from 93%), Blending Phonemes = 96% (up from 93%), Listening Comprehension = 92% (up from 83%)

Kinder Tejas LEE (Spanish): Letter Naming = 100% (consistent), Letter Sounds = 100% (consistent), Blending Phonemes = 78% (down from 94%), Listening Comprehension = 85% (down from 88%)

Pre-K CBA Reading: All = 84% (down from 90%), Spanish = 94% (up from 86%)

Pre-K CBA Math: All = 84% (down from 93%), Spanish = 100% (up from 93%)

Kinder CBA Reading: All = 93% (up from 89%), Spanish = 93% (down from 100%)

Kinder CBA Math: All = 94% (up from 92%), Spanish = 93% (down from 97%)

Kinder DRA: 61% at or above Level 6 (district goal for EOY Kinder) (up from 57%, 88% at or above Level 4 (DRA EOY suggestion) (up from 78%), 95% at or above Level 3 (up from 91%)

Student Achievement Strengths

The goal last year was to improve DRA percentages in Level 6 and Level 4.

Level 6 passing improved from 57% to 61%

Level 4 passing improves from 78% to 88%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: A higher percentage of students reading at DRA Level 6 is needed. **Root Cause:** Continue to improve reading instruction through

targeted professional development.

School Culture and Climate

School Culture and Climate Summary

T.H. Johnson Elementary strives to create a positive school culture for all stakeholders. By providing a positive climate for students and educators, we will enhance student learning and achievement. We use positive behavior systems to teach students how to manage their behavior and create a safe learning environment for all students.

School Culture and Climate Strengths

Social skills are taught daily by the classroom teachers, behavior teacher, counselor, and are supported by the administrators. Students hear common language related to positive behavior and expectations.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: RTI for behavior is not aligned between TH Johnson Elementary and Pasemann Elementary. **Root Cause:** RTI practices have been campus-specific and not district-wide.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

T.H. Johnson Elementary strives to create a campus culture that encourages teacher retention by providing supports for all teachers.

Staff Quality, Recruitment, and Retention Strengths

Teachers work together in small groups to plan engaging lessons and collaborate about best practices. The instructional coach works closely with all teachers to provide individual coaching hours, guidance with lesson planning, and targeted professional development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: THJ needs to build more teacher leaders at the campus level. **Root Cause:** Teachers hesitate to share their knowledge to the entire staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

T.H. Johnson provides a guaranteed and viable curriculum through the Pre-K Guidelines and the Kindergarten TEKS resource system.

Pre-K classes maintain a 10:1 ratio. Kinder classes are kept at 22:1 or lower.

Teachers use data from common assessments and formative assessments to drive instruction and determine interventions.

Teachers meet weekly in planning pods to create engaging lessons. Teachers also meet weekly in PLC to collaborate on interventions and best practice.

Curriculum, Instruction, and Assessment Strengths

Kindergarten students have improved in reading as a result of targeted professional development for guided reading and phonics (Foundations).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Pre-K assessment scores are inconsistent and declined this year. **Root Cause:** Tier 1 instruction needs to improve.

Parent and Community Engagement

Parent and Community Engagement Summary

T.H. Johnson provides many opportunities throughout the school year for parents to be involved with their child at the school (Meet the Teacher, Classroom Basics, Reading Night, Math/Science Night, Christmas Around the World, Grandparents Day, Career Day, Field Day, Thanksgiving Lunch, awards ceremonies, classroom events, data meetings, and more).

Teachers use a variety of smart phone apps to stay in touch with parents on a regular basis. Parents are encouraged to volunteer in the classrooms and with events on campus. Students take books home to read nightly with their parents. The counselor sends home monthly newsletters with activities for parents to do with their child.

The Parent Teacher Organization is active and organizes a variety of events for families throughout the school year (Fall Festival, dances, movie nights, game nights).

Parent and Community Engagement Strengths

T.H. Johnson provides many opportunities for parents to be involved with their child both at school and home.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent involvement is low **Root Cause:** Many parents work multiple jobs or are unwilling to participate.

School Context and Organization

School Context and Organization Summary

T.H. Johnson is the Pre-K and Kindergarten campus for Taylor ISD serving all 3, 4, 5, and 6 year olds for the district. As the early childhood campus for the district, we can provide targeted professional development for teachers focusing on best practices for young learners.

School Context and Organization Strengths

The instructional specialist/coach at T.H. Johnson is a master teacher with extensive early childhood experience. She is able to assist teachers with providing quality instruction.

The interventionist at T.H. Johnson is a veteran early childhood educator who is able to provide quality Tier 3 instruction to students.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Transitions to the next school create learning gaps. **Root Cause:** Lack of vertical alignment between schools.

Technology

Technology Summary

T.H. Johnson strives to provide a variety of learning opportunities for young students. In addition to a wide range of hands-on activities needed for young learners, we also provide a number of learning opportunities with technology.

Technology Strengths

Each classroom has a Mimio (interactive whiteboard), Elmo (camera projector), 5-6 iPads, 2 classroom computers, cassette players for audio books, and an Apple TV.

Each grade level has a dedicated computer lab with 24 Mac computers.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students need a variety of quality programs for early childhood. **Root Cause:** Appropriate programs for early childhood are scarce.

Priority Problem Statements

Problem Statement 1: A higher percentage of students reading at DRA Level 6 is needed.

Root Cause 1: Continue to improve reading instruction through targeted professional development.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: THJ needs to build more teacher leaders at the campus level.

Root Cause 2: Teachers hesitate to share their knowledge to the entire staff.

Problem Statement 2 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Pre-K assessment scores are inconsistent and declined this year.

Root Cause 3: Tier 1 instruction needs to improve.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: RTI for behavior is not aligned between TH Johnson Elementary and Pasemann Elementary.

Root Cause 4: RTI practices have been campus-specific and not district-wide.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: 73% of our students are economically disadvantaged

Root Cause 5: Regional demographics

Problem Statement 5 Areas: Demographics

Problem Statement 6: Parent involvement is low

Root Cause 6: Many parents work multiple jobs or are unwilling to participate.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: Transitions to the next school create learning gaps.

Root Cause 7: Lack of vertical alignment between schools.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Students need a variety of quality programs for early childhood.

Root Cause 8: Appropriate programs for early childhood are scarce.

Problem Statement 8 Areas: Technology

Problem Statement 9: 73% of our students are economically disadvantaged

Root Cause 9: Our students don't come to us ready to read and write which creates a challenge

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback


Goals

Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students

Performance Objective 1: Improve Tier 1 instruction of the Guided Reading component in Balanced Literacy in Kindergarten, implement Guided Reading to differentiate for advanced students who are in Pre-K, and include library literacy programs for all students.

Evaluation Data Source(s) 1: EOY DRA data for Kinder
For Pre-K, use BOY DRA data from Kinder to assess Kindergarten readiness

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Foundations phonics training for all Kindergarten and Pre-K teachers.	2.4, 2.5, 2.6	DRA scores CBA data	Increased reading scores on summative assessments				
Problem Statements: Student Achievement 1							
TEA Priorities Build a foundation of reading and math 2) Empowering Writers training and implementation for all Kindergarten teachers that is aligned K-8	2.4, 2.5, 2.6	MOY and EOY Kinder writing assessments	Increased writing ability in 1st grade				
Problem Statements: Demographics 2 - Student Achievement 1							
							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 73% of our students are economically disadvantaged **Root Cause 2:** Our students don't come to us ready to read and write which creates a challenge

Student Achievement


Problem Statement 1: A higher percentage of students reading at DRA Level 6 is needed. **Root Cause 1:** Continue to improve reading instruction through targeted professional development.

Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students

Performance Objective 2: Continue to implement and improve the PLC process by conducting weekly Collaborative Team Meetings to identify best practices for improving student learning.

Evaluation Data Source(s) 2: Pre-K assessment Ready, Set, K!
 Kinder DRA and TPRI
 Grade level CFA data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Develop collaborative grade level PLC teams at Pre-K and Kinder that meet weekly to discuss data, best practices for improved instruction, and plan for interventions.	2.4, 2.5, 2.6	Common Formative Assessments CBAs each 9 weeks Campus Principal and CLT	Increased student learning				
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1							
TEA Priorities Build a foundation of reading and math 2) Campus Interventionist will collaborate with teachers through the RTI process to provide strategic interventions for struggling students.	2.4, 2.5, 2.6	RTI data Progress Monitoring Campus Principal	Increased student achievement				
Problem Statements: Student Achievement 1							
							

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: A higher percentage of students reading at DRA Level 6 is needed. **Root Cause 1:** Continue to improve reading instruction through targeted professional development.

Staff Quality, Recruitment, and Retention

Problem Statement 1: THJ needs to build more teacher leaders at the campus level. **Root Cause 1:** Teachers hesitate to share their knowledge to the entire staff.

Curriculum, Instruction, and Assessment





Problem Statement 1: Pre-K assessment scores are inconsistent and declined this year. **Root Cause 1:** Tier 1 instruction needs to improve.

Goal 1: Improve student performance through effective classroom instruction that focuses on teaching, learning, and the use of data to make informed decisions in order to close performance gaps of our students

Performance Objective 3: Maintain requirements for a Highly Qualified Pre-K Program at T.H. Johnson Elementary

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math Recruit, support, retain teachers and principals 1) The instructional coach will provide individual and grade level professional development and coaching on the implementation of the Pre-K Guidelines and best instructional practices.</p>	2.4, 2.5, 2.6	Coaching records Campus Principal	Teachers will improve their instructional practices which will result in higher student learning.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
<p>TEA Priorities Build a foundation of reading and math 2) T.H. Johnson will partner with Head Start to provide quality Pre-K.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Campus Principal	Increased student achievement				
Problem Statements: Demographics 1 - Parent and Community Engagement 1							
<p>TEA Priorities Build a foundation of reading and math 3) Maintain 10:1 student:teacher ratio in Pre-K classes by adding an Instructional Aide in each class. Head Start funds 5 of the IAs, Title funds pay for the other 4.</p>	2.4, 2.5, 2.6	Campus Principal	Increased student achievement				
Problem Statements: Demographics 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: 73% of our students are economically disadvantaged **Root Cause 1:** Regional demographics

Curriculum, Instruction, and Assessment

Problem Statement 1: Pre-K assessment scores are inconsistent and declined this year. **Root Cause 1:** Tier 1 instruction needs to improve.

Parent and Community Engagement

Problem Statement 1: Parent involvement is low **Root Cause 1:** Many parents work multiple jobs or are unwilling to participate.

Goal 2: Provide teachers with increased professional development opportunities in order to build the capacity of all teachers to create and deliver instruction that effectively meets the needs of students.

Performance Objective 1: Provide targeted professional development in order to support, develop, and retain staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) The instructional coach will provide professional development and coaching to all teachers on campus.	2.4, 2.5, 2.6	Campus Principal	Improved instruction which results in improved student learning.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) The instructional coach will act as mentor to all new teachers on campus and will meet with them weekly to provide individualized guidance.	2.4, 2.5, 2.6	Campus Principal	Increased teacher retention.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						

Performance Objective 1 Problem Statements:


Staff Quality, Recruitment, and Retention
Problem Statement 1: THJ needs to build more teacher leaders at the campus level. Root Cause 1: Teachers hesitate to share their knowledge to the entire staff.
Curriculum, Instruction, and Assessment
Problem Statement 1: Pre-K assessment scores are inconsistent and declined this year. Root Cause 1: Tier 1 instruction needs to improve.

Goal 3: Establish a School Wide Culture that increases teacher effectiveness, student engagement and academic achievement while preparing students to be Leaders in the 21st Century in order to reach their full potential

Performance Objective 1: Provide multiple opportunities to prepare students for a variety of future learning environments.

Evaluation Data Source(s) 1: Teacher lesson plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Provide hands-on learning opportunities through grade level computer labs, science labs, and art room.	2.4, 2.5, 2.6	Lesson Plans Campus Principal Instructional Coach	Increased student achievement				
				Problem Statements: Technology 1			
TEA Priorities Build a foundation of reading and math 2) Teachers will incorporate free-choice centers daily for 30-45 minutes to provide opportunities for social skill development, language development, academic practice, and intervention.	2.4, 2.5, 2.6	Lesson Plans Campus Principal Instructional Coach	Increased student achievement and improved social skills				
				Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1			
3) Transition Plans for school entry, Pre-K to Kinder, and Kinder to 1st Grade.	2.4, 2.5, 2.6, 3.2	Campus Principal Campus Leadership Team	Minimize transition effects on students				
				Problem Statements: School Context and Organization 1			
							

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: A higher percentage of students reading at DRA Level 6 is needed. **Root Cause 1:** Continue to improve reading instruction through targeted professional development.

Curriculum, Instruction, and Assessment

Problem Statement 1: Pre-K assessment scores are inconsistent and declined this year. **Root Cause 1:** Tier 1 instruction needs to improve.

School Context and Organization

Problem Statement 1: Transitions to the next school create learning gaps. **Root Cause 1:** Lack of vertical alignment between schools.

Technology

Problem Statement 1: Students need a variety of quality programs for early childhood. **Root Cause 1:** Appropriate programs for early childhood are scarce.

Goal 4: Provide all students a safe environment which values input from a variety of stakeholders so that students can reach their full potential.

Performance Objective 1: Increase opportunities to engage parents and families in the school to promote academic success.

Evaluation Data Source(s) 1: Sign in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Provide multiple opportunities for parents to attend school events with their child.	2.4, 2.5, 2.6, 3.1, 3.2	Agendas and sign in sheets Campus Principal	Increased parent involvement				
				Problem Statements: Parent and Community Engagement 1			
TEA Priorities Build a foundation of reading and math 2) Provide strategies to assist Pre-K and Kinder students in the transition to elementary school.	2.4, 2.6	Campus Principal	Minimize the effects of transitioning to the next campus.				
				Problem Statements: School Context and Organization 1			

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parent involvement is low Root Cause 1: Many parents work multiple jobs or are unwilling to participate.
School Context and Organization
Problem Statement 1: Transitions to the next school create learning gaps. Root Cause 1: Lack of vertical alignment between schools.