Taylor Independent School District

T.H. Johnson Elementary

2023-2024 Campus Improvement Plan

Mission Statement

Taylor ISD Mission

Inspire, Equip, and Empower Every Student To Achieve Their Unique Potential

Vision

Intentionally Empowering the Whole Child

Value Statement

In Taylor ISD, We Believe...

....EVERY student has unique potential and shall engage in opportunities to grow in a safe environment through multiple approaches to learning.

....families are partners who will be informed and supported in the educational process to help students discover their unique potential.

....our empowered faculty and staff utilize their respected skills to serve as student advocates for the whole child.

....our accessible campus leaders foster community relationships and demonstrate effective communication, servant leadership, and instructional leadership to guide faculty and staff towards our vision.

....the Superintendent and district leaders are forward thinking, strategic, and accessible partners to our community that empower staff to help students achieve their unique potential.

....the Board of Trustees is a collaborative team, anchored in tradition, with a vision towards the future and a connection to the community, inspiring exceptional workplaces and excellence in student outcomes.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

T.H. Johnson Elementary has a total enrollment of 298 students. The school is a Pre-Kindergarten and Kindergarten campus, with a student population consisting of: 0% Asian, 7% African American, 70% Hispanic, 20% Anglo, 0% American Indian or Alaska Native, and 2% Two or More Races. 84% of the student population is in regular education and 7.45% currently qualify for Special Education services. 0% of the school population is migrant students. The beginning of the year coding process for English Learners and Economically Disadvantaged students is not complete yet. 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.

Demographics Strengths

T.H. Johnson provides Pre-Kindergarten for 4-year old's to 130 students. In addition to providing free Pre-K for those who qualify, we also offer tuition-based Pre-K.

We also provide Pre-Kindergarten for 3-year old's to 31 students in half-day sessions and have 184 Kindergarteners enrolled.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students attending Pre-K has remained lower than pre-Covid enrollment. **Root Cause:** On-going concerns over Covid.

Student Achievement

Student Achievement Summary

EOY Kindergarten mClass data shows 36% of our students well below benchmark, 15% slightly below, 32% at, and 17% above benchmark in foundational reading skills. EOY 1st grade mClass data shows 54% of our students below benchmark and 46% at or above benchmark in foundational reading skills.

EOY 1st grade Renaissance data shows 53% of our students either well or slightly below benchmark and 47% at or above benchmark in reading comprehension skills.

*Note: See attached graphics in Addendum.

Student Achievement Strengths

As we've continued to implement the mClass assessment and increase the frequency of the Renaissance assessment, our ability to implement these assessments with fidelity has improved.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Reading and math assessment data did not show adequate levels of student performance gains.   **Root Cause:** Curriculum and standard alignment is needed at all levels. Teachers must unpack standards and design learning beginning with the end standard/goal in mind.

School Culture and Climate

School Culture and Climate Summary

T.H. Johnson Elementary strives to create a positive school culture for all stakeholders. At THJ, we are working hard to be positive, forward-thinking, and growth-mindset oriented. Our Campus Leadership Team is the key decision-making body at our school. Gathering input from all stakeholders, our Campus Leadership team both forges the vision of the campus and provides coaching and support to staff members as we work to continuously build capacity and strengthen our campus climate and culture.

School Culture and Climate Strengths

At THJ, there is a focus on the social-emotional needs of our students. We are working to implement the Second Step curriculum which empowers students and teachers with practical tools to show growth socially and emotionally The intent is to understand how internal emotional states dictate behavior and to build connections by creating a culture of compassion within the School Family -- both school-wide and in each classroom. Students hear common language related to positive behavior and expectations. Additionally, training to begin the Seven Habits of Happy Kids, Seven Covey framework is set for January.

With the help of the Positive Behavior Intervention and Support (PBIS) Committee, both school-wide and classroom systems are designed and modeled and teacher and student needs are met.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Opportunities for teacher input into school-wide systems has been somewhat limited   **Root Cause:** Lack of representation of team priorities in Campus Leadership Team and Campus Educational Improvement Council.

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 and as a team to plan engaging lessons and collaborate about best practices.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: THJ needs to develop campus instructional leaders with clear roles and responsibilities.   **Root Cause:** Much of the staff at tTHJ are Early Childhood experts in their specific area of responsibility. Organizing opportunities for leadership and defining roles and responsibilities within grade levels needs to be provided.

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 and as a team to create engaging lessons. Teachers also meet weekly in PLC to collaborate on interventions and best practices.

Pre-K teachers utilize the CLI Engage CIRCLE assessment/universal screener. Kindergarten utilizes mCLASS Texas for Reading (at BOY, MOY, and EOY) and Renaissance Star 360 for Math (at EOY) as an assessment tool and universal screener.

Curriculum, Instruction, and Assessment Strengths

The assessment and intervention process is becoming more streamlined this year as a result of shifting to these assessments/universal screeners and implementing them over time. Teachers are able to access and utilize actionable data to make instructional decisions for students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need the data, time, and opportunity to plan for and implement data-driven instruction. **Root Cause:** PLC time needs to be focused on planning and implementing data-driven instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

TH Johnson provides many opportunities throughout the school year for parents to be involved with their child at the school (Meet the Teacher, Classroom 101, 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).

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 weekly 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 (for example: a Bubble run, dances, movie nights, and 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 limited.   **Root Cause:** Many parents only have students at THJ for 1-2 years because of campus structure.

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 interventionist at T.H. Johnson is a veteran early-childhood educator who is able to provide quality Tier 3 instruction to students in Kindergarten. Additionally, Head Start CDA training for IA's will provide an opportunity to increase instructional effectiveness in all of our IA's.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Transitions between elementary schools can create obstacles for students and interruptions in services and learning. **Root Cause:** There has historically been a lack of vertical alignment between the campuses.

Technology

Technology Summary

T.H. Johnson strives to provide a variety of learning opportunities for young students incorporating both hands-on learning and the use of technology.

Technology Strengths

Each classroom at THJ has either a Mimio (interactive whiteboard) or an Promethean Board, document camera, a class-set of iPads, CD players for audio books, and an Apple TV.

Problem Statements Identifying Technology Needs

Problem Statement 1: THJ lacks a high-quality, age-appropriate technology tool to deliver effective and engaging academic practice that is tailored to student needs. **Root Cause:** While many programs of this nature abound, there are few which are high-quality and age-appropriate for the early childhood student.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Student Data: Assessments

- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Excellence in student outcomes.

Performance Objective 1: Improve mClass and Renaissance reading scores in Kindergarten by improving Tier 1 literacy instruction in Kindergarten by implementing the Science of Teaching Reading strategies which will be accomplished by utilizing the TISD Literacy framework and TEKS Resource System in all Kindergarten and 1st grade classrooms. Improve Tier 1 literacy instruction in PreK by implementing with fidelity the Scholastic PreK On My Way curriculum.

Evaluation Data Sources: EOY mCLASS and Renaissance data for Kinder and 1st grade
For Pre-K, utilize BOY mCLASS Texas data from Kinder to assess Kindergarten readiness

Strategy 1 Details	Reviews			
Strategy 1: UFLI phonics training for all 1st grade, Kindergarten, and Pre-K teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased reading scores on summative assessments	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal CLT **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Science of Teaching Reading-based small group reading instruction training for all teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved reading scores on the mClass assessment in Kinder and 1st grade.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Purchase and implement a quality materials and technology-based reading and math support programs that allow for differentiation for all students	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased reading and math ability in Pre-K and Kindergarten **Staff Responsible for Monitoring:** Principal CLT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 282 ESSER III-American Rescue Plan				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Excellence in student outcomes.

Performance Objective 2: Continue to implement and improve the PLC process by conducting weekly Professional Learning Community (PLC) Meetings to track data, collaborate, and identify best practices for improving student learning.

Evaluation Data Sources: Pre-K Circle assessment
Kinder and 1st grade mCLASS Dibels data
Grade level CBA data

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student learning **Staff Responsible for Monitoring:** Common Formative Assessments CBAs each 9 weeks Essential Standards data Campus Principal and CLT **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Campus Interventionist and Early Childhood Specialist will collaborate with teachers through the RTI process to provide strategic interventions for struggling students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** RTI data Progress Monitoring Campus Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Excellence in student outcomes.

**Performance Objective 3:** Implement targeted Tier 2 and Tier 3 intervention for all students.

Evaluation Data Sources: Pre-K Circle assessment
Kinder and 1st grade mCLASS Dibels data
Grade level CBA data

Goal 1: Excellence in student outcomes.

Performance Objective 4: Maintain requirements for a Highly Qualified Pre-K Program at T.H. Johnson Elementary

    Evaluation Data Sources: Campus self-assessment

Strategy 1 Details	Reviews			
Strategy 1: TISD Instructional Coaches will provide individual and grade level professional development and coaching on the implementation of the Pre-K Guidelines and best instructional practices.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Teachers will improve their instructional practices which will result in higher student learning.
    Staff Responsible for Monitoring: Coaching records
 	
Campus Principal
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: T.H. Johnson will partner with Head Start to provide quality Pre-K.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased student achievement
    Staff Responsible for Monitoring: Campus Principal
 	
    Title I:
2.4, 2.5, 2.6, 4.1, 4.2
 - **TEA Priorities:**
Build a foundation of reading and math
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Maintain 10:1 student:teacher ratio in Pre-K classes by adding an Instructional Aide in each class.	Formative			Summative
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Excellence in student outcomes.

Performance Objective 5: Improve student attendance rate from 93 to 95%.

   **Evaluation Data Sources:** Daily attendance data

Goal 1: Excellence in student outcomes.

Performance Objective 6: Maintain partnership with Headstart.

Evaluation Data Sources: Ongoing MOU with Headstart.

Goal 2: Exceptional workplace climate.

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

Strategy 1 Details		Reviews			
Strategy 1: District Early Childhood Specialist and Early Childhood Consultant will provide professional development and coaching to teachers on campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved instruction which results in improved student learning.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math					

Strategy 2 Details		Reviews			
Strategy 2: Grade-level mentors will provide 1:1 mentoring for new-to-the profession and selected teachers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have the support they need to succeed in the classroom.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6					

Strategy 3 Details		Reviews			
Strategy 3: Utilize a schedule of staff appreciation celebrations throughout the year to improve staff morale.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved staff morale.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal, CLT **Title I:** 2.5, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Exceptional workplace climate.

Performance Objective 2: Develop and implement a well-rounded program of instruction to meet the academic needs of all students.

    Evaluation Data Sources: Parent feedback/surveys

Strategy 1 Details			Reviews		
Strategy 1: Provide Fine Arts instruction (art and music instruction) for all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student engagement.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus principal **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 282 ESSER III-American Rescue Plan					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 3: Quality customer service.

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

    Evaluation Data Sources: Teacher lesson plans

Strategy 1 Details		Reviews		
Strategy 1: Provide hands-on learning opportunities through classroom outdoor learning opportunities.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased student achievement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details		Reviews		
Strategy 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.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased student achievement and improved social skills	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

| Strategy 3 Details		Reviews		
Strategy 3: Transition Plans for school entry, Pre-K to Kinder, and Kinder to 1st Grade.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Minimize transition effects on students	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal Campus Leadership Team **Title I:** 2.4, 2.5, 2.6, 4.2				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: Quality customer service.

Performance Objective 2: Increase opportunities to engage parents and families in the school to promote academic success.

Evaluation Data Sources: Calendar
Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide volunteer opportunities for parents to be involved on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent involvement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal **Title I:** 4.1				

Strategy 2 Details	Reviews			
Strategy 2: Plan literacy and STEM family engagement nights as well as Meet-the-Teacher, Parent Orientation, and PTO organized events (ie. Fall Fest and/or Bubble Run).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent engagement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal **Title I:** 2.4, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Quality customer service.

Performance Objective 3: Create an accessible, developmentally-appropriate learning environment for our early-childhood learners.

    Evaluation Data Sources: Stakeholder Survey Data

Goal 4: Efficient financial stewardship.

Performance Objective 1: Maintain a balanced budget.

    Evaluation Data Sources: Budget review

Goal 5: Safety in schools.

Performance Objective 1: Maintain a safe and secure campus for all students and staff.

Strategy 1 Details			Reviews			
Strategy 1: Conduct annual/ongoing safety training with all staff			**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and secure campus **Staff Responsible for Monitoring:** Campus Principal			**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details			Reviews			
Strategy 2: Conduct required drills: fire (building evacuation); lockdown; hold; lockout; shelter-in-place: severe weather, hazmat; and site evacuation.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and secure campus **Staff Responsible for Monitoring:** Campus Principal			**Oct**	**Jan**	**Mar**	**June**
Strategy 3 Details			Reviews			
Strategy 3: Coordinate and collaborate with District and Campus Emergency Response team to evaluate safety practices.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Title I Personnel

Name	Position	Program	FTE
John Matthews	Parent Services Coordinator		
Yolanda Watson	Bilingual Campus Parent Liaison		

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Andy Basche	Principal
Classroom Teacher	Felicia Robertson	Teacher
Classroom Teacher	Renee Schneider	Counselor
Classroom Teacher	Madison Reynolds	Teacher
Classroom Teacher	Terri Day	Teacher
Classroom Teacher	Leah Melton	Teacher
Parent	Jessica Gauna	Parent
Community Representative	Megan Martinez	Community Member
Business Representative	TBD TBD	Business representative
Business Representative	Megan Klein	Business representative
Classroom Teacher	Laura Sanchez	Teacher
Community Representative	Stephanie Robles	Community Member
District-level Professional	Lance Weidler	Support Operations Director
Parent	TBD TBD	Parent

Campus Funding Summary

282 ESSER III-American Rescue Plan					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
2	2	1			$0.00
				Sub-Total	$0.00