

# T H JOHNSON ELEMENTARY SCHOOL

## Campus Improvement Plan

2009-2010

Principal: Reta Katz

Assistant Principal: Larry Sutton

MISSION: The chief responsibility of the T H Johnson Elementary School, working in concert with parents, business, and the community, is to prepare our children for the changes and the challenges of the future.

Taylor Independent School District

Superintendent: Dr. Bruce Scott

**Presented to Board: August, 2009**

## **T H Johnson Elementary School Belief Statements**

**To provide students with value added learning, it is our collective responsibility to ensure:**

- 1 Relationships with students, parents and each other
- 2 Routines in daily procedures
- 3 Repetition in learning opportunities
- 4 Relevance to students
- 5 Rigor in lessons
- 6 Research based practices
- 7 Reflection time for students and educators

**All federal funds are used to provide supplemental services  
to students on this campus**

# Signature Page

## T H Johnson Elementary Campus Improvement Plan Committee

The following constitutes the membership of the Campus Improvement Plan Committee. Collectively we reviewed the prior year's plan and considered the needs of the school community. We then matched our needs and expectations to a plan that we believe will help us meet both. As a result of our deliberations, students, parents, teachers, other staff, and community members will work collaboratively to build a learning organization.

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

### PLANNING TEAM

Name: \_\_\_\_\_ Title: THJ Teacher

Name: \_\_\_\_\_ Title: THJ Parent

Name: \_\_\_\_\_ Title: THJ Teacher

Name: \_\_\_\_\_ Title: THJ Parent

Name: \_\_\_\_\_ Title: THJ Teacher

Name: \_\_\_\_\_ Title Business Rep.

Name: \_\_\_\_\_ Title: THJ Teacher

Name: \_\_\_\_\_ Title: Business Rep.

Name: \_\_\_\_\_ Title: THJ Teacher

Name: \_\_\_\_\_ Title: Community Rep.

Name: \_\_\_\_\_ Title: Non-Teaching

Name: \_\_\_\_\_ Title: Community Rep.

Name: \_\_\_\_\_ Title: District Rep.

T H Johnson Elementary School Improvement Plan  
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## T H Johnson Elementary School Campus Profile/Needs Assessment

**Narrative:** T H Johnson Elementary School, located at 3100 Duck Lane, will have an estimated enrollment of about 700 students. The school is a Third, Fourth and Fifth grade campus with a student population consisting of: less than 1% American Indian and Asian or Pacific Islander, 14 % African-American, 57 % Hispanic and 28 % Anglo. 93 % of the student population at THJ is in regular education, and 7 % qualify for Sp. Education services. 3 % of the school population is migrant students, 2 % receive ESL services and 11 % of the student population is English Language Learners who receive instruction in a language other than English. 70 % of the student population is economically disadvantaged and qualifies for free or reduced lunch. T H Johnson Elementary is a school wide Title I campus. Gifted/Talented students make up 4 % of the T H Johnson school student population. (Will update with new numbers in August)

In 2009-2010, 90% of all T H Johnson students passed the TAKS Reading assessment. 84% of all students passed TAKS Math. 96% of the fourth grade students passed TAKS Writing, and 85% of the fifth grade students passed TAKS Science.

**T H Johnson is a Recognized school.**

**Information from Staff, Parent and Community:** In the spring semester of 2009, input was gathered from staff, parents and the community through a collection of meetings. The purpose of the meetings was to obtain input regarding improving academic achievement for T H Johnson Elementary School students. In June, 2009, end-of-year assessment data (2008-2009) was reviewed by the Data Dig team to determine areas of strengths and weaknesses. As a result of the information obtained in these meetings, and other available information, changes in the 2009-2010 school year were made in the following areas: Instruction, Student Academic Support Services, General School Procedures, Staff Training, Personnel and Student-Parent Support Services.

## T H Johnson Elementary School Improvement Plan Goals and Correlations

Goal #1: Student academic achievement

Correlates with:

|   |         |
|---|---------|
| District Goals                                  | 1       |
| State Goals                                     | 1 – 4   |
| State Objectives                                | 2,3,6   |
| National Goals                                  | 1,2,3,5 |
| Effective Schools<br>Correlates                 | 2 – 6   |
| Title I Components                              | 1 – 10  |
| State Compensatory<br>Education<br>Requirements | 2 and 3 |
| Showcase Principles                             | 1 – 10  |

**See Appendix for a listing of these goals, components and principles**

Goal #2: Personnel, Communication, Parent Involvement

Correlates with:

|                                 |        |
|---------------------------------|--------|
| District Goals                  | 2      |
| State Goals                     |        |
| State Objectives                | 5, 8,9 |
| National Goals                  | 4      |
| Effective Schools<br>Correlates | 2      |
| Title I Components              | 3-5    |
| State Compensatory              |        |
| Showcase Principles             |        |

## T H Johnson Campus Improvement Plan Goals and Correlations

### Goal #3: School Facilities and Operations

Correlates with:

|   |        |
|---|--------|
| District Goals                                  | 3      |
| State Goals                                     | 1 – 4  |
| State Objectives                                | 7      |
| National Goals                                  | 7      |
| Effective Schools<br>Correlates                 | 1      |
| Title I Components                              | 1 – 10 |
| State Compensatory<br>Education<br>Requirements | 3      |
| Showcase Principles                             | 1 – 10 |

### Goal #4: School Safety/Student Support

Correlates with:

|                                 |      |
|---------------------------------|------|
| District Goals                  | 4    |
| State Goals                     |      |
| State Objectives                | 7    |
| National Goals                  | 7    |
| Effective Schools<br>Correlates | 1    |
| Title I Components              |      |
| State Compensatory              | 3    |
| Showcase Principles             | 1-10 |

**T H Johnson Elementary School**

**Comparison Profile of Growth in Student Population and Special Populations**

| <b>Am. Indian/Asian</b> | <b>African-American</b> | <b>Hispanic</b> | <b>Anglo</b> | <b>Eco. Disadvantaged</b> |
|-------------------------|-------------------------|-----------------|--------------|---------------------------|
| 2005 < 1%               | 12.39%                  | 56.8%           | 29.61%       | 46.6%                     |
| 2006 < 1%               | 14.18%                  | 56.2%           | 28.65%       | 63.5%                     |
| 2007 < 1%               | 13.1 %                  | 56.5 %          | 29.6 %       | 74.96 %                   |
| 2008 <1%                | 14%                     | 57%             | 28 %         | 70 %                      |
| <b>2009 &lt;1%</b>      | <b>14%</b>              | <b>55%</b>      | <b>28 %</b>  | <b>50 %</b>               |

**Comparison Profile of Student Programs**

| <b>Regular Education</b> | <b>Special Education</b> | <b>Migrant</b> | <b>English Lang. Learners</b> | <b>Gifted/Talented</b> |
|--------------------------|--------------------------|----------------|-------------------------------|------------------------|
| 2005 88.22%              | 11.78%                   | 3.9%           | 10.5%                         | 5.1%                   |
| 2006 85.1%               | 14.9%                    | 3.3%           | 9.9%                          | 4.5%                   |
| 2007 92.75 %             | 7.6 %                    | 3.2 %          | 12.0 %                        | 5.6 %                  |
| 2008 93 %                | 7 %                      | 3 %            | 11 %                          | 4 %                    |
| <b>2009 93 %</b>         | <b>7 %</b>               | <b>2 %</b>     | <b>12.4 %</b>                 | <b>4.3 %</b>           |

**T H Johnson Elementary School Improvement**

**T H Johnson Elementary will: Improve academic achievement of all THJ students through the design and delivery of challenging, comprehensive, aligned curriculum**

| <b>Target Group (all tested areas)</b> | <b>2003</b> | <b>2004</b> | <b>2005</b> | <b>2006</b> | <b>2007</b> | <b>2008</b> | <b>2009</b> |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>All Students</b>                    | 73 %        | 76 %        | 79 %        | 80 %        | 82 %        | 85 %        | <b>89 %</b> |
| <b>African American</b>                | 56 %        | 62 %        | 67 %        | 74 %        | 75 %        | 76%         | <b>86%</b>  |
| <b>Hispanic</b>                        | 68 %        | 73 %        | 74 %        | 75 %        | 77 %        | 83%         | <b>85%</b>  |
| <b>White</b>                           | 89 %        | 89 %        | 93 %        | 92 %        | 93 %        | 92%         | <b>96%</b>  |
| <b>Economically Disadvantaged</b>      | 67 %        | 65 %        | 72 %        | 74 %        | 76 %        | 81%         | <b>84%</b>  |

| <b>Objectives</b>  | <b>Need Addressed by the Objectives</b> |
|--|---|
| <b>Mastery of TAKS objectives</b>                              | <b>Academic achievement</b>             |
| <b>Well-maintained facility</b>                                | <b>Learning environment</b>             |
| <b>Technology to promote learning</b>                          | <b>Academic achievement</b>             |
| <b>Safe school environment</b>                                 | <b>Learning environment</b>             |
| <b>Improve communication</b>                                   | <b>Academic achievement</b>             |
| <b>Enhance instruction for all special population students</b> | <b>Academic achievement</b>             |

**T H Johnson Elementary  
Campus Improvement Plan  
2008-2009**

**GOAL #1: Improve academic achievement of all THJ students through the design and delivery of challenging, comprehensive, aligned curriculum**

**Goal 1A: Reading/Writing**

**Performance Objectives:**

- **Increase the percentage of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> students passing TAKS Reading**
- **Increase the percentage of 4<sup>th</sup> grade students passing TAKS Writing and the percentage of 3<sup>rd</sup> and 5<sup>th</sup> students meeting grade level mastery of writing standards**

**Strategy:** Implementation of approved curriculum using proven, research based instructional approaches

| STRATEGY<br>DESCRIPTION  | PERSON(S)<br>RESPONSIBLE   | RESOURCES<br>NEEDED  | SOURCE OF<br>FUNDS                           | FORMATIVE<br>EVALUATION   | SUMMATIVE<br>EVALUATION                |
|--|--|--|--|---|--|
| 1 .Provide assessment instruments to measure academic progress of students <ul style="list-style-type: none"> <li>• Pearson Assessment-Reading</li> <li>• Daily/Weekly Assessments</li> <li>• CBA Nine Week Assessments</li> <li>• DRA</li> <li>• Released TAKS</li> </ul> | Instructional teams,<br>Administrative team,<br>Curriculum Specialists                   | Curriculum materials, Web accessed test  | Campus, Title I, SCE                         | Data from scheduled assessments, Pearson, DRA   | AEIS<br>End-of-year assessment results |
| 2. Use instructional materials and methods that address specific academic needs <ul style="list-style-type: none"> <li>• CScope</li> <li>• HBJ Trophies Basal Reading-3rd</li> <li>• Literacy Center leveled books</li> <li>• Flexible Instructional Groups</li> </ul>     | Instructional teams,<br>Reading/Math Support teachers,<br>Dyslexia teacher,<br>Librarian | Instructional materials, Leveled reading materials, Science and Math manipulatives, HBJ Trophies Reading | SCE, Title I, Bilingual, ARI/AMI, STAR Grant | Student Work folders, Weekly assessments, CBAs, Progress Reports, Report Cards, Administrative walk-through | AEIS<br>End-of-year assessment results |

|  |   |   |   |  |  |
|--|---|---|---|--|--|
| <ul style="list-style-type: none"> <li>• 6 + 1 Trait Writing and Taylor Writes</li> <li>• Wilson Reading</li> <li>• Library-Reading Counts</li> <li>• Marzano’s Inst. Strategies</li> <li>• Technology in the classrooms</li> </ul>  |   | materials for 3 <sup>rd</sup> ,<br>Supplemental<br>instructional<br>materials for LEP |   |  |  |
| 4. Identified students receive reading/writing instruction assistance based on 3-Tier Model. <ul style="list-style-type: none"> <li>• All students receive Tier I instruction</li> <li>• Classroom teachers provide Tier I &amp; II</li> <li>• In 3<sup>rd</sup>, Reading Support will provide Tier III reading instruction</li> </ul>   | Instructional teams, Reading support teacher      | CSCOPE Intervention materials,  | Title, Sp. Ed. , SCE, Bilingual           | Lesson Plans, Administrative walk-through, Assessments, DRA Report Cards | Percent of students reading at/grade level, AEIS |
| 5 . Increase professional skills in meeting student needs through continued training in: <ul style="list-style-type: none"> <li>• Analysis of Assessment data</li> <li>• Marzano’s strategies</li> <li>• Incorporating technology into lessons</li> <li>• Understanding learning difficulties-</li> <li>• Developing individual student success plans</li> <li>• Teaching in small groups</li> <li>• Bilingual/ESL instruction</li> <li>• Working with difficult to handle students</li> </ul> | Administrative team, Leadership team, Technology, | District & campus presenters, ESC, Technology, Consultants                            | District/Campus budgets, Title, Bilingual | Training sign-in Training certificates                                   | Staff Development records                        |

|   |   |   |                                       |  |   |
|---|---|---|---------------------------------------|--|---|
| 6. The ELA teachers are provided 1 ½ hours each week for reviewing curriculum, planning lessons, monitoring assessments and training to build individual and team skills to ensure continuity and a higher level of effective instruction within grade levels | Instructional teams, Dist. ELA Facilitator, Adm. team | Instructional Teams                                   | Campus budget                         | School calendar, Meeting agenda notes  | End of Year assessment data, AEIS, Promotion/Retention data |
| 7. Students will be provided extended learning opportunities: <ul style="list-style-type: none"> <li>Accelerated Instruction</li> <li>In-school tutorials</li> <li>Optional Flexible School Year Calendar</li> <li>Summer School</li> </ul>                   | Instructional teams, Volunteer tutors, Adm team       | Intervention / instructional materials                | Campus, Title, Sp. Ed. SCE, Bilingual | Attendance records, administrative walk-through, student test data, student progress reports, report cards | End of year assessment data, Promotion/retention data, AEIS |
| 8. Restructure Reading Counts program <ul style="list-style-type: none"> <li>Maintain flexible library schedule</li> <li>Provide student incentives</li> <li>Lead Teacher Monitor student reports</li> <li>Train all teachers in RC Reports/Test</li> </ul>   | Librarian, Inst. teams                                | English and Spanish RC books, student incentives      | Library budget, Campus budget, Title  | Nine week Reading Counts reports, Library check out reports  | End-of-year assessment data, AEIS                           |
| 9. Restructure inst. support personnel to work within classrooms to support students at-risk of not meeting state standards in ELA.   | Adm team, Inst teams, Reading support teacher         | Assessment data to identify students, inst. materials | Campus, ARI, Title funds              | Progress monitoring and Assessment data  | End-of-year assessments, AEIS                               |

|  |  |  |  |  |                                   |
|--|--|--|--|--|-----------------------------------|
| 10. Ensure all student groups are engaged in reading activities appropriate to their needs to bring about a higher level of reading proficiency, including increased vocabulary, improved fluency and a higher level of comprehension. | Inst. Teams, Librarian, Lead RC teacher, Reading support teachers, Adm. Team | Variety of Reading materials in both English and Spanish | Library budget, Campus budget, Title funds | Reading Counts data, Progress monitoring data, Assessments, Library Check out data | End of Year data, AEIS data       |
| 11. Train all staff in “First 21 Days” to provide more effective small group instruction at an earlier time within the school year each all grade levels.  | School/District Personnel  | Training Materials                                       | Title and Campus funds                     | Sign-in, Adm. walkthrough  | End of year assessment data, AEIS |

**T H Johnson Elementary  
Campus Improvement Plan  
2009-2010**

**GOAL #1: Improve academic achievement of all THJ students through the design and delivery of challenging, comprehensive, aligned curriculum**

**Goal 1B: Math**

**Performance Objectives:**

- **Increase the percentage of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> students passing TAKS Math**

**Strategy:** Implementation of approved curriculum using proven, research based instructional approaches including the use of a variety of math resources, manipulatives, and problem solving activities to increase and master students' learning of concepts, facts, and problem-solving

| STRATEGY<br>DESCRIPTION  | PERSON(S)<br>RESPONSIBLE  | RESOURCES<br>NEEDED  | SOURCE OF<br>FUNDS          | FORMATIVE<br>EVALUATION   | SUMMATIVE<br>EVALUATION                    |
|--|---|--|-----------------------------|---|--|
| 1. Use of Instructional materials and methods that address specific academic needs<br>CScope<br>Envision Math<br>Mountain Math-3 <sup>rd</sup> and add 4 <sup>th</sup> and 5 <sup>th</sup> | Inst. Teams,<br>Math<br>Curriculum<br>Teams, Math<br>Support<br>Teacher | CScope<br>materials,<br>Textbook<br>materials,<br>Mountain Math<br>materials | Campus, SCE,<br>Title funds | Lesson plans,<br>Student work,<br>walk through,<br>Assessment<br>data | End-of-year<br>assessment<br>data, AEIS    |
| 2. Every math class will have a daily focus to help students learn and maintain math facts with speed and accuracy.  | Inst. Teams,<br>Math Support<br>Teacher                                 | Inst. materials,<br>manipulatives  | Campus, Title<br>funds      | Assessment<br>data, Progress /<br>Report Cards,<br>Walk through       | End of Year<br>assessment data<br>and AEIS |
| 3. Every math class will utilize manipulatives, calculators, and technology to enhance daily math instruction  | Inst. Teams,<br>Math Support<br>Teacher                                 | Manipulatives,<br>calculators,<br>equip.                                     | Campus, Title<br>funds, SCE | Lesson plans,<br>student work,<br>walk through                        | End of Year<br>assessment<br>data, AEIS    |

|   |  |  |   |   |                               |
|---|--|--|---|---|-------------------------------|
| 4. Use on-line and other assessment tools to measure academic progress of students: Envision, Pearson Assessment Series, 9 wk CBA   | Inst. Teams, Math Support Teacher.                             | PA Series, assessments materials                               | Campus, Title funds, SCE                | Assessment data                               | End-of-year assessments, AEIS |
| 5. Expand Response to Intervention Tier 3 model into all Math classes:<br>All students receive Tier I and Tier II instruction from classroom teacher<br>3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> Students identified as Tier III intervention will receive small group instruction with Math Support Teacher | Inst. Teams, AMI teacher, Inclusion teachers, Math Facilitator | Instructional materials, Intervention materials, manipulatives | Campus, Sp. Ed., SCE, Title funds       | Lesson plans, walk- through, Progress Reports | End of Year assessments, AEIS |
| 6. All students will use a Math Journal to support learning. The Journal will include examples of daily lesson activities, vocabulary, non-linguistic representations and use of strategies that includes note taking, summarization, etc.  | Instructional team, AMI,                                       | Student journals   | Campus                                  | Student journals, walk-through                | End of Year Assessments, AEIS |
| 7. Training will be provided to all staff utilizing:<br>Campus/District Curriculum personnel<br>Campus TRC and Region 13<br>TRC Personnel   | Instructional Teams, Math Facilitator, ESC                     | Training materials, manipulatives                              | Campus, Title funds, Sp. Ed., Bilingual | Training Sign-in, walk-through, Lesson Plans  | Staff Development Records     |

|   |  |  |   |   |   |
|---|--|--|---|---|---|
| <p>8. All Math teachers will be provided with 1 ½ hours each week for reviewing curriculum, planning lessons, monitoring assessments and training to build individual and team skills to ensure continuity and a higher level of effective instruction within the grade levels.</p> | <p>Inst teams,<br/>Campus<br/>Curriculum<br/>Teachers, Adm.<br/>team</p> | <p>Instructional<br/>Teams</p>                       | <p>Campus budget</p>                                  | <p>School<br/>schedule and<br/>calendar,<br/>Meeting agenda<br/>notes</p>   | <p>End of Year<br/>data, AEIS,</p>  |
| <p>9. Students will be provided extended learning opportunities:</p> <ul style="list-style-type: none"> <li>• Accelerated Instruction</li> <li>• In-School tutorials</li> <li>• Optional Flexible School Year Calendar</li> <li>• Summer School</li> </ul>                          | <p>Instructional<br/>teams,<br/>volunteer<br/>tutors,</p>                | <p>Intervention,<br/>instructional<br/>materials</p> | <p>Campus, Title,<br/>Sp. Ed. SCE,<br/>Bilingual,</p> | <p>Attendance,<br/>administrative<br/>walk-through,<br/>student test<br/>data, progress<br/>reports, report<br/>cards</p> | <p>End of year<br/>assessment data,<br/>Promotion/retent<br/>ion data, AEIS</p> |

**T H Johnson Elementary  
Campus Improvement Plan  
2009-2010**

**GOAL #1: Improve academic achievement of all THJ students through the design and delivery of challenging, comprehensive, aligned curriculum**

**Goal 1C: Science, Social Studies, Technology**

**Performance Objectives:**

- Increase the percentage of 5<sup>th</sup> students passing TAKS Science and increase the percentage of 3<sup>rd</sup> and 4<sup>th</sup> students mastering the grade level science standards
- Increase the percentage of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> students meeting mastery of grade level social studies standards
- Increase the proficiency of 5<sup>th</sup> students in keyboarding skills and increase the proficiency of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> students proficiency skills in the use of technology

**Strategy:**

Use a variety of instructional strategies and laboratory experiences to deepen student’s understanding of science concepts

Utilize a variety of resources and instructional strategies to make Social Studies relevant to students’ everyday lives

Access on-line resources and a variety of programs to improve and enhance students’ use of technology

| <b>STRATEGY DESCRIPTION</b>  | <b>PERSON(S) RESPONSIBLE</b>  | <b>RESOURCES NEEDED</b> | <b>SOURCE OF FUNDS</b> | <b>FORMATIVE EVALUATION</b>    | <b>SUMMATIVE EVALUATION</b>   |
|--|-------------------------------|-------------------------|------------------------|--------------------------------|-------------------------------|
| 1. Provide instruction that incorporates technology into Science classes with programs such as Brain Pop and other web-based instructional resources                                       | Inst. Teams, Curriculum Teams | Internet resources      | Campus, Title funds,   | Lesson Plans, walk-through     | End of Year assessments, AEIS |
| 2. All students will use Science Journals that include use of a graphic organizer for vocabulary, non-linguistic representation of concepts, and note-taking as a tool to enhance learning | Instructional Teams           | Student Journals        | Campus                 | Student Journals, walk-through | End of Year Assessments, AEIS |

|  |  |                                    |                     |                            |                                |
|--|--|------------------------------------|---------------------|----------------------------|--------------------------------|
| 3. Expand Science Lab instruction into 3 <sup>rd</sup> and 4 <sup>th</sup> grades through planning vertically with 5 <sup>th</sup> Science   | Inst./Curriculum Teams                       | Science Curriculum                 | Campus              | Lesson Plans, walk-through | End of Year data AEIS          |
| 4. Integrate Math and Science instruction to greater degree through purposeful planning between Math /Science teachers   | Inst. Teams, Curriculum Teams                | Math/Science curriculum            | Campus              | Lesson Plans, walk-through | End-of-year data, AEIS         |
| 5. Enhance Social Studies instruction by integrating with ELA utilizing library and technology resources   | Inst. teams, Librarian, Technology resources | Internet resources, Equip. Library | Campus, Title       | Lesson Plans walk-through  | End of year data               |
| 5. Provide activities to increase students' awareness and appreciation of multiple cultures, including music, arts, geography, customs and language  | School Committees, Art and Music Teachers    | Volunteers                         | Campus              | Lesson Plans               | Student, Teacher, Parent input |
| 7. Teach keyboarding to all 5 <sup>th</sup> grade students in an intensive 3 week research based on-line program   | Computer teacher                             | On-line resource                   | Campus, Title funds | Lesson Plans, Student use  | Assessments                    |
| 8. Purchase additional equipment and software to improve integrating technology into the classroom <ul style="list-style-type: none"> <li>• Additional desktops and laptops for the classroom</li> <li>• Projectors and Elmo equipment</li> <li>• Clickers and Boards</li> </ul> | Administrative Team, Instructional Teams     | Hardware                           | Title funds         | Lesson Plans, Walk-through | End of Year Input              |

**T H Johnson Elementary  
Campus Improvement Plan  
2009-2010**

**GOAL #1: Improve academic achievement of all THJ students through the design and delivery of challenging, comprehensive, aligned curriculum**

**Goal 1D: Migrant, Bilingual, ELL, Special Education, Gifted/Talented**

**Performance Objectives:**

- Address the individual needs of students to ensure greatest opportunity for success
- Increase the percentage of students passing all areas of the TAKS
- Increase the percentage of students receiving commended in all TAKS tested subjects

**Strategy:**

Use a variety of instructional strategies, settings and experiences to enhance individual student learning and provide for individual student needs

| STRATEGY<br>DESCRIPTION  | PERSON(S)<br>RESPONSIBLE                     | RESOURCES<br>NEEDED           | SOURCE OF<br>FUNDS                     | FORMATIVE<br>EVALUATION                      | SUMMATIVE<br>EVALUATION |
|--|--|-------------------------------|--|--|-------------------------|
| 1. Ensure all staff receive training in research based best practices to ensure the greatest gains for students        | Adm Team, Dist. Team                         | Local, ESC and other trainers | Campus, District budgets               | Lesson plans, Walk-through, Student work     | End of Year data, AEIS  |
| 2. Encourage strong parent/school partnerships through opportunities at school and in training and support             | Adm. Team, Inst. Teams, School Social Worker | Parent training materials     | Campus, Title funds, St. David's Grant | Parent Sign in                               | End-of-year survey      |
| 3. Migrant Students-Develop Individual Student Success Plans to target areas for additional academic support is needed | Adm. team, Inst. Teams,                      | ISS Plan, Inst. materials     | Campus, Title                          | Student work folders, Progress /Report Cards | AEIS                    |

|  |   |  |  |   |             |
|--|---|--|--|---|-------------|
| <p>4. Bilingual/LEP Students-Training for campus staff on identification procedures to ensure correct program placement. Utilize District Bilingual Coordinator to support teachers and provide training in best practices. Provide teachers with vertical planning time. Provide students with accelerated instruction and tutorials as determined by individual need.</p>  | <p>Adm. team,<br/>Inst. Teams,<br/>District<br/>Coordinator</p>                 | <p>ISS Plan, Inst.<br/>materials</p>   | <p>Campus, Title</p>                             | <p>Student work<br/>folders, Progress<br/>/Report Cards</p>                                   | <p>AEIS</p> |
| <p>5. Special Education Students-Ensure all students' IEP instructional levels match individual year end data. Train campus staff in Child Process procedures. Provide campus staff with strategies for working with students with special needs in all instructional settings including Resource, Inclusion and the regular ed classroom. Students will be provided accelerated instruction and tutorials as determined by individual need.</p> | <p>Adm. team,<br/>Inst. Teams,<br/>Diagnostician,<br/>EWCC, Soc.<br/>Worker</p> | <p>Data, Campus<br/>ARD notes,<br/>Training<br/>materials</p>                                    | <p>Campus, Sp.<br/>Ed. St. David's<br/>Grant</p> | <p>IEPs, Teacher<br/>ARD forms,<br/>training sign-in,<br/>walkthroughs</p>                    | <p>AEIS</p> |
| <p>6. Gifted/Talented Students-Serve identified G/T students in a weekly pull out program in addition to students' individual classroom instruction by G/T trained teachers, Ensure all teachers receive required annual G/T training hours, Provide instructional materials to support G/T learning, Provide other enrichment opportunities for students through OM and UIL</p>   | <p>Adm. team,<br/>Inst. Teams,<br/>Counselor, OM,<br/>UIL coaches</p>           | <p>State<br/>gifted/talented<br/>curriculum,<br/>instructional<br/>materials,<br/>technology</p> | <p>District,<br/>Campus</p>                      | <p>Student projects,<br/>Student Work<br/>Folders, training<br/>sign-in,<br/>walkthroughs</p> | <p>AEIS</p> |

**T H Johnson Elementary  
Campus Improvement Plan  
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**GOAL #2:** Highly qualified professional teams will be developed and maintained to facilitate planning, communication, cooperation and high academic achievement

**Objectives:**

1. All THJ staff members will work together to create an atmosphere of respect, unity and shared expectations and vision
2. 100% of staff will meet NCLB high qualified status
3. Administrators and staff will effectively communicate with each other and parents.
4. Comprehensive mentor program for staff

**Strategies:**

A faculty that consistently works together to meet individual needs, resulting in a learning environment that has positive behavior and high academic achievement.

| STRATEGY<br>DESCRIPTION  | PERSON(S)<br>RESPONSIBLE                                  | RESOURCES<br>NEEDED                                 | SOURCE OF<br>FUNDS                       | FORMATIVE<br>EVALUATION                                     | SUMMATIVE<br>EVALUATION |
|--|---|---|--|---|-------------------------|
| 1. Ensure all written and verbal communication is provided in both Spanish and English   | All staff   | Translator,<br>Translating<br>software              | Bilingual,<br>Migrant,<br>Campus budget  | All<br>communication  | End-of-year<br>survey   |
| 2. Ensure parents have access to Student Handbook and Student Code of Conduct in print/web   | Adm. Team,<br>District media<br>coordinator               | Handbooks,<br>Code of<br>Conduct                    | Campus<br>budget, District<br>technology | Signature Pages   | End-of-year<br>survey   |
| 3. Conduct parent-teacher meetings two times during the year for parents of students at-risk of failing, and increase routine parent contact by campus personnel | Adm. team,<br>Inst. Teams,<br>Dist. Parent<br>coordinator | Assessment<br>data, Parent<br>notification<br>forms | Campus<br>budget, Title                  | Parent notices,<br>sign-in sheets<br>Student work<br>folder | AEIS                    |

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|---|--|--|--|---|--------------------------------|
| <p>4. Disseminate information to parents on a consistent basis through the use of</p> <ul style="list-style-type: none"> <li>• TISD website</li> <li>• Local newspaper</li> <li>• Teacher &amp; Principal Parent newsletter</li> <li>• Automated Message System</li> </ul>                                  | Administrative team,<br>Web manager,<br>Instructional teams    | Computer,<br>Internet access,<br>Translator software | District,<br>Campus budget                       | Observation,<br>Notices,<br>Report to CIC | End-of-year survey             |
| 5. Participate in TISD Showcase of Student Work   | All staff  | Exemplar lessons                                     | District   | Attendance,                               | End-of-year survey             |
| <p>6. Encourage parents and community members to be active campus volunteers</p> <ul style="list-style-type: none"> <li>• Workroom, Room Parents, Tutors, Mentors</li> </ul>  | All staff  | None   | None   | Sign-in sheets                            | End-of-year survey             |
| <p>7. Provide parent training in variety of topics</p> <ul style="list-style-type: none"> <li>• State standards (TEKS, TAKS)</li> <li>• Grade level expectations and assurances</li> <li>• At-home learning activities</li> <li>• Health topics</li> <li>• How to help students with school work</li> </ul> | Adm team, Inst. team, ARI/AMI, Reading Coach, Counselor, Nurse | Campus Handbook, TEKS/TAKS informational handouts,   | Campus, Title, Bilingual, Migrant, Reading First | Training sign-in sheets,                  | End-of-year survey             |
| 8. Inform and provide parents the opportunity to utilize Linc to track individual student grades, assignments, incomplete work, and behavior.   | Technology Dir.,<br>Adm. Team,<br>Inst. Team                   | Computers,<br>Internet access                        | District   | End of Year Survey                        | End of Year Survey             |
| 9. Create a parent involvement committee. This committee will be composed of teachers, administrators, the counselor, and parents. The committee will collaborate to help plan how the Title I guidelines will be implemented.  | All staff  | Title I guidelines                                   | None   | Meeting notes and agendas.                | Increased academic performance |

|  |  |  |                            |                                   |  |
|--|--|--|----------------------------|-----------------------------------|--|
| <p>10. Implement a plan for students who have:</p> <ul style="list-style-type: none"> <li>• Excessive absences and/ or tardies</li> <li>• Poor work habits or behaviors that interfere with learning</li> <li>• Health problems</li> </ul>   | <p>Administrative Staff<br/>Parent Coordinator<br/>Counselor<br/>Nurse</p>                                 | <p>Student Records</p>                     | <p>None</p>                | <p>Meeting notes and agendas.</p> | <p>Improvement in attendance or academic performance</p> |
| <p>11. Increase support for new teachers to the campus</p> <ul style="list-style-type: none"> <li>• 3 additional staff development days</li> <li>• New teachers are required to observe other teachers 2 times each semester</li> <li>• Each new teacher is assigned a mentor</li> <li>• Planned weekly mentor meetings</li> </ul> | <p>Administrative Team,<br/>Instructional facilitator,<br/>Behavior Specialist,<br/>Personnel Director</p> | <p>Appropriate materials for training.</p> | <p>Campus Budget</p>       | <p>Walk-Through Team Meetings</p> | <p>Survey</p>  |
| <p>12. Educate campus staff on the needs and identification procedure of Limited English Proficient students. Provide training so that all teachers can be ESL certified.</p>  | <p>Admin. Team, Bil. Coord.</p>  | <p>Inst. materials</p>                     | <p>Bil., Campus Budget</p> | <p>Meeting sign in sheets</p>     | <p>Teachers certified.</p>                               |
| <p>13. Teachers will participate in variety of activities, both academic and social, to foster collegiality and working together</p>   | <p>Admin. Team,</p>  | <p>Appropriate materials</p>               | <p>Campus Budget</p>       | <p>Meeting sign in sheets</p>     | <p>Walk-through</p>                                      |

|  |                            |                       |               |                            |                        |
|--|----------------------------|-----------------------|---------------|----------------------------|------------------------|
| 14. Complete summer book study, <u>High Five</u> to improve individual skills and build team skills  | Admin. Team,<br>Inst. Team | Appropriate materials | Campus Budget | Meeting sign in sheets     | End of Year data, AEIS |
| 15. Begin book study, <u>Never Work Harder Than Your Students</u> , to understand 7 principles of “master teaching” and the steps to incorporate into the classrooms | Admin. Team,<br>Inst. Team | Appropriate materials | Campus Budget | Meeting sign in sheets     | End of Year data, AEIS |
| 16. Continue to encourage display of student work and to recognize students efforts with “Duck Prints”, “Top Quackers”, and 9 week awards                            | Admin. Team,<br>Inst. Team | Appropriate materials | Campus Budget | Display of work and awards | End of Year data, AEIS |

**T H Johnson Elementary  
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**GOAL #3** Improve School Facilities and Operations

**Objective:** Provide a well-maintained school facility

| STRATEGY<br>DESCRIPTION   | PERSON(S)<br>RESPONSIBLE | RESOURCES<br>NEEDED | SOURCE OF<br>FUNDS                  | FORMATIVE<br>EVALUATION                | SUMMATIVE<br>EVALUATION   |
|---|--------------------------|---------------------|-------------------------------------|--|---------------------------|
| 1.Encourage and support strong and continuing community/school relationships by working together with the surrounding neighborhood and community organizations in sharing resources | All staff                | None                | Community and Business Partnerships | Media Reports, Projects and Activities | End of Year Input         |
| 2. Continue to support District energy program  | All staff                | None                | District                            | Walk-through                           | End-of-year Energy Report |
| 3.Improve landscape and playground area <ul style="list-style-type: none"> <li>• Landscape front entry area</li> <li>• Upgrade playground area</li> </ul>                           | Adm Team                 | Maintenance         | District, Campus fundraiser         | Completed projects                     | Observation and use       |
| 4.Continue to remove carpet from classrooms and office areas and paint interior of school   | Administrative Team      | Maintenance         | District                            | Completed projects                     | Observation               |

**T H Johnson Elementary  
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2009-2010**

**GOAL #4** All students and faculty members will work and learn in a safe and orderly school environment

**Objective:** All staff members will work together to provide a safe, orderly and positive environment by following all standards, policies, procedures, routines and program requirements.

**Strategies:** Safety standards, good behavior and social skills will be reinforced and emphasized.

| TRATEGY<br>DESCRIPTION   | PERSON(S)<br>RESPONSIBLE                             | RESOURCES<br>NEEDED                                    | SOURCE OF<br>FUNDS   | FORMATIVE<br>EVALUATION                       | SUMMATIVE<br>EVALUATION   |
|--|--|--|----------------------|---|---------------------------|
| 1. Continue District-approved Character Education curriculum   | Administrative team, Counselor<br>Instructional team | Character Education materials                          | District             | Observation,<br>Discipline referrals          | AEIS                      |
| 2. Full implementation of District developed Crisis Management Plan<br><ul style="list-style-type: none"> <li>• Train all staff</li> <li>• Scheduled drills</li> </ul>                               | District Crisis Management<br>Director               | Approved Plan  | none                 | Scheduled practices                           | End of Year Safety Report |
| 3. Provide instruction/incentives to assist students in developing appropriate social skills that includes drug/alcohol prevention and refusal skills while incorporating character education traits | Counselor,<br>Instructional team                     | Materials,<br>Red Ribbon materials                     | Title, Campus budget | Discipline referrals                          | AEIS                      |
| 4. Use Campus approved discipline management to support positive student behavior and improve communication regarding discipline   | All staff  | School/Home Folder, Referral forms, Student incentives | Campus budget        | Student behavior folder, Discipline referrals | AEIS                      |

|  |   |  |                      |   |   |
|--|---|--|----------------------|---|---|
| 5. The Positive Behavior Committee: <ul style="list-style-type: none"> <li>• Monthly team meetings</li> <li>• Continued Staff Development</li> <li>• Continue incentives for Positive Behavior</li> </ul>  | All staff   | Materials, Incentives, Student of Code Conduct     | Title Funds          | Student behavior folder, Discipline referrals   | Surveys AEIS                                    |
| 6. A core team of personnel will train in the use of SAMA techniques and follow the TBSI guidelines including time out, and positive behavioral supports.  | All Staff   | Student of Code Conduct                            | Sped funds           | Student behavior folder, Discipline referrals   | Surveys AEIS                                    |
| 7. Improve understanding of THJ Discipline Process <ul style="list-style-type: none"> <li>• Staff development regarding discipline procedures/process</li> <li>• Support for new teachers</li> <li>• Develop individual behavior plans</li> </ul>  | Adm. Team<br>Teacher mentors  | Handbooks, forms                                   | Campus budget        | Walkthroughs, Student behavior conference forms | End of year surveys                             |
| 8. Reorganize procedures for handling discipline referrals within office to include a more effective tracking system   | Administrative team and office personnel                                  | Forms  | Campus Budget        | Use of system                                   | PEIMS discipline Report and end of year surveys |
| 9. Mentoring of students through Community Mentoring program   | Counselor, Adm. Team, Mentor Leader                                       | Mentors  | None                 | Discipline Referrals and Progress Reports       | PEIMS and AEIS                                  |
| 10. Train and implement THJ School “Jobs” to promote school pride, develop responsibility and promote problem solving skills in students   | School Climate Committee  | Job descriptions, applications and duties          | Campus Budget        | Observation                                     | PEIMS, AEIS                                     |
| 11. Continue classroom and school incentives to foster good school attendance and decrease discipline referrals <ul style="list-style-type: none"> <li>• Individual and classroom incentives</li> <li>• School wide incentives</li> <li>• Absence/Tardy Notes as required by attendance standards</li> <li>• Utilize SPST, Social Worker, SRO</li> </ul> | Campus Committees, Inst. Teams, Adm. Team. Social Worker, Truancy Officer | Established incentives for attendance and behavior | Campus , Title funds | RAMP reports, Attendance Reports                | PEIMS data, AEIS data                           |

|   |               |                                     |          |           |                             |
|---|---------------|-------------------------------------|----------|-----------|-----------------------------|
| 12. Compliance with School Safety Option including TISD<br>Board Policy FFH (Legal and Local) | All THJ Staff | Board Policy,<br>training materials | District | RAMP data | PEIMS data and<br>AEIS data |
|---|---------------|-------------------------------------|----------|-----------|-----------------------------|

# APPENDIX I

## 2008-09 Campus Improvement Planning Committee

| Name               | Position                | Elected/Appointed | Assignment                |
|--------------------|-------------------------|-------------------|---------------------------|
| Doug Austin        | Teacher                 | Elected           | Life Skills               |
| LeShell Reeves     | Teacher                 | Elected           | Third Grade               |
| Cynthia Proctor    | Teacher                 | Elected           | Third Grade               |
| Roxanna Teichelman | Teacher                 | Elected           | Fifth Grade               |
| To be replaced     | Teacher                 | Elected           | Fourth Grade              |
| Ginger Gross       | Librarian               | Elected           | Campus                    |
| To be replaced     | Parent                  | Appointed         | Member                    |
| To be replaced     | Parent                  | Appointed         | Member                    |
| Louis Hughes       | Business                | Appointed         | Member                    |
| Tessa Streit       | Business                | Appointed         | Member                    |
| Brian Patschke     | Community               | Appointed         | Member                    |
| To be replaced     | Community               | Appointed         | Member                    |
| Lin Wrinkle        | District Representative | Appointed         | Special Programs Director |
|                    |                         |                   |                           |
|                    |                         |                   |                           |
|                    |                         |                   |                           |
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# APPENDIX 2

## GOALS, DEFINITIONS AND PRINCIPLES

### LIST OF FEDERAL, STATE AND LOCAL AGENCY PROGRAMS

### STAFF QUALIFICATIONS

#### District Goals

- 1 Student academic achievement
- 2 Personnel
- 3 School Facilities and Operations
- 4 School Safety/Student Support
- 5 Communication
- 6 Parental Involvement

#### State Goals

- 1 Performance – English: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- 2 Performance – Mathematics: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- 3 Performance – Science: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- 4 Performance – Social Studies: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## State Objectives

- 1 Partnering Parents with Educators: Parents will be full partners with educators in the education of their children.
- 2 Student Potential: Students will be encouraged and challenged to meet their full educational potential.
- 3 Dropout Prevention: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- 4 Curriculum: A well-balanced and appropriate curriculum will be provided to all students.
- 5 School Personnel: Qualified and highly effective personnel will be recruited, developed, and retained.
- 6 Student Performance: The district's students will demonstrate exemplary performance in comparison to state, national, and international standards.
- 7 School Environment: School campuses will maintain a safe and disciplined environment conducive to student learning.
- 8 Instructional Techniques: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques when appropriate to improve student learning.
- 9 Technology: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## National Goals

- 1 Ready to Learn: By the year 2000, all children in America will start school ready to learn.
- 2 School Completion: By the year 2000, the high school graduation rate will increase to at least 90 percent.
- 3 Student Achievement and Citizenship: By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; and, every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- 4 Teacher Education and Professional Development: By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- 5 Mathematics and Science: By the year 2000, United States students will be first in the world in mathematics and science achievement.
- 6 Adult Literacy and Lifelong Learning: By the year 2000, every adult in America will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- 7 Safe, Discipline, and Alcohol-Free/Drug-Free Schools: By the year 2000, every school in America will be free of drugs, violence, and the

unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

- 8 Parental Participation: By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

#### Effective School Correlates

- 1 Safe and Orderly Environment
- 2 Climate of High Expectations for Success
- 3 Instructional Leadership
- 4 Clear and Focused Mission
- 5 Opportunity to Learn and Student Time on Task
- 6 Frequent Monitoring of Student Progress
- 7 Home-School Relations

#### Title I Schoolwide Program Components

- 1 A comprehensive needs assessment
- 2 Implementation of schoolwide reform strategies
- 3 Instruction by highly qualified teachers
- 4 High quality and on-going professional development
- 5 Strategies to attract high-quality highly qualified teachers to high-need schools
- 6 Strategies to increase parental involvement
- 7 Plans for assisting preschool children in the transition from early childhood programs to elementary programs
- 8 Measures to include teachers in the decision making process regarding academic assessments
- 9 Timely additional assistance to students in academic trouble
- 10 Coordination and integration of federal, state and local funds and programs

## TISD Showcase of Student Work Framework

- 1 Content and Substance: Among themselves, teachers and administrators have a clear and consistent understanding of what students are expected to know and to be able to do, and there is community consensus regarding these matters.
- 2 Organization of Knowledge: The content presented is organized in ways that are most likely to appeal to the personal interests of the largest possible number of students.
- 3 Product Focus: The tasks students are assigned and the activities students are encouraged to undertake are clearly linked in the minds of the teacher and the students to problems, issues, products, performances, and exhibitions about which the students care and upon which students place value.
- 4 Clear and Compelling Product Standards: When problems, issues, products, performances, or exhibitions are a part of the instructional design, students understand the standards by which the results of their work will be evaluated. Furthermore, they are committed to these standards, see them as fair, and see a real prospect of meeting these standards if they work diligently at the tasks assigned or encouraged.
- 5 Protection from Adverse Consequences for Initial Failures: Students are provided many opportunities to try to complete a task without being penalized for failures associated with lack of knowledge and skills. Instead, when failure occurs, the student and the teacher diagnose the reasons for the failure, and new efforts are encouraged.
- 6 Affirmation of the Significance of Performance: Persons who are significant in the lives of students, including parents, siblings, peers, public audiences, and younger students, are positioned to observe, participate in, and benefit from student performances and to affirm the significance and importance of the activity being undertaken.
- 7 Affiliation: Students are provided opportunities to work with others (peers, parents, other adults, teachers, students from other schools and classrooms) on problems, issues, products, performances, and exhibitions that are judged by them and others to be of significance.
- 8 Novelty and Variety: The range of problems, issues, products, performances, and exhibitions is large and varied, and the technologies students are encouraged to employ are varied as well, moving from the most simple and well understood (a pen and a piece of paper, for instance) to the most complex (sophisticated computer applications, for example).
- 9 Choice: What students are to learn is usually not subject to negotiation, but students do have considerable choice of what they will do in order to learn what it is intended that they learn.
- 10 Authenticity: The tasks students are assigned and the work students are encouraged to undertake have meaning and significance in the present lives of students and are related to consequences to which students attach importance.

## Statewide Compensatory Education Planning Requirements

- 1 Comprehensive Needs Assessment
- 2 Measurable district performance objectives for all appropriate indicators for all student populations
- 3 Strategies for improvement of student performance
  - Address gaps
  - Address needs of students in special programs
  - Dropout reduction
  - Integration of technology in instruction
  - Discipline management
  - Staff development for professional staff
  - Career education to assist students in preparing for career opportunities
  - Accelerated education
- 4 Provide middle and high school students and parents information about
  - Higher education admissions and financial aid opportunities
  - The TEXAS grant program and the Teach for Texas grant program
  - The need for students to make informed curriculum choices that affect their futures beyond high school
  - Sources of information on higher education
- 5 Resources needed to implement strategies
- 6 Staff responsible for implementation
- 7 Timelines for implementation and monitoring
- 8 Formative evaluation criteria

**Staff Qualifications** All T H Johnson Elementary teachers are fully certified

## **List of Acronyms and Other unfamiliar Terms**

- AEIS- Academic Excellence Indicator System
- AMI- Accelerated Math Instruction
- ARD- Admission, Review, Dismissal
- ARI- Accelerated Reading Instruction
- CBA- Curriculum Based Assessment
- CEIC- Campus Education Improvement Committee
- CIP- Campus Improvement Plan
- CPT- Child Process Team (Analysis of effectiveness of interventions for individual students)
- CScope- On-line curriculum
- DEIC- District Education Improvement Committee
- DRA- Developmental Reading Assessment
- ESC- Education Service Center
- ELL-English Language Learner
- ESL- English as a Second Language
- EWCC-East Williamson County Cooperative (Special Education Services)
- G/T- Gifted and Talented
- IEP- Individual Education Plan
- ISS Plan- Individual Student Success Plan
- Linc- Web-based access for parents to monitor individual student grades, attendance and behavior
- PBS- Positive Behavior Support (District-wide Discipline Program)
- RC- Reading Counts (motivational reading program)
- SCE- State Compensatory Education
- SPST- Student-Parent Support Team (Locating resources and providing services to support students' academic progress)
- TAKS- Texas Assessment of Knowledge and Skills
- TEKS- Texas Essential Knowledge and Skills (State Curriculum)