

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [X] Charter [] Magnet [] Choice

Name of Principal Mrs. Tanya Welchel
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Johnson Elementary School
(As it should appear in the official records)

School Mailing Address 1839 Morrison Campground Road
(If address is P.O. Box, also include street address.)

City Rome State GA Zip Code+4 (9 digits total) 30161-9186

County Floyd County

Telephone (706) 236-1830 Fax (706) 290-8152

Web site/URL https://www.floydboe.net/Domain/17 E-mail twelchel@floydboe.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Glenn White Ed.D E-mail glennwhite@floydboe.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Floyd County Board of Education Tel. (706) 234-1031

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Dr. Tony Daniel Ph.D
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 17 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	27	33	60
K	32	33	65
1	53	40	93
2	50	47	97
3	43	37	80
4	46	48	94
5	37	38	75
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	288	276	564

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 9 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 10%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	29
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2018	544
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 1 %
5 Total number ELL

7. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 201

8. Students receiving special education services: 17 %

98 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>21</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>26</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	97%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2010

15. In a couple of sentences, provide the school’s mission or vision statement.

Striving to create an environment where students encounter life-changing education while aiming to lead the next generation to FOCUS, LEARN, and ACHIEVE life-long success.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Floyd County Schools is a charter system with schools operating as traditional schools within the system.

PART III - SUMMARY

The first Johnson School made its debut in pre-Civil War days on the plantation home of John A. Johnson off of Reynolds Bend Road. At this time it was known as an “academy” and was a one-room log cabin. The current Johnson Elementary School facility opened in 2001. Many of the students at Johnson are from third and fourth generation families that have attended Johnson School. Johnson Elementary School has always promoted high expectations, and in 2010, it was named a High Performing National Blue Ribbon School.

Johnson Elementary is an accredited public school located in Rome, Georgia. The school is one of eight elementary schools in the Floyd County School System, currently serving 559 students in pre-K through fifth-grade. Our student population comes from diverse families, including American, Hispanic, American Indian, Asian, and Multi-Race. Students represent families from every socioeconomic level, with 36% representing economically disadvantaged families.

Rome and Floyd County are centrally located between Atlanta, Chattanooga, and Birmingham in the hills of Northwest Georgia. Parents in the surrounding counties of Bartow, Gordon, Chattooga, and Polk, work, shop, and thrive in Rome. Approximately 33% of the current student population at Johnson Elementary School (JES) apply for out-of-district status and request enrollment acceptance to Johnson Elementary each year.

Johnson Elementary is a former National Blue Ribbon School recipient from 2010, with many recognitions in academic success since this date. Most recently, Johnson received numerous recognitions during the 2019-2020 school year. Johnson was recognized as a Beating the Odds School, awarded by the Governor’s Office of Student Achievement. This award compares a school’s score from the College and Career Ready Performance Index (CCRPI) with that of other schools having similar characteristics in the state of Georgia. Johnson was recognized in 2019 for an “A” performance on the CCRPI while having an overall score of 93.2 deriving from a variety of benchmark indicators. Johnson was the first elementary school within the Floyd County School System to be recognized as earning an “A” on the CCRPI under the new state formula. Johnson also received a Five Star Climate Rating based on set criteria consisting of parent, teacher, and student surveys, along with state-reported data. Other recognitions during the 2019-2020 school year included being named a Distinguished Positive Behaviors Interventions and Supports School based on set criteria, as well as receiving the Common Sense District Recognition as part of our school system.

In kindergarten through fifth-grade, assessment for learning is utilized to plan for instruction that promotes achievement and growth for all students. Johnson utilizes the Measure of Academic Progress three times per year in these grade levels to determine student growth and set individualized goals for all students and for those who demonstrate a need for intervention or enrichment. Other state and local assessments are utilized throughout pre-K through fifth-grade to guide instructional decisions and planning for student success.

Johnson Elementary is currently in the second year of a three-year L4GA Grant, focused on supporting literacy. Through the collective efforts of the L4GA Grant Committee, funding was earned to support initiatives such as writing across the curriculum throughout the genres in grades K-5, expanding the reading curriculum to encompass grades K-5, provide professional development for ELA teachers to enhance instruction in reading, and expand reading resources in the content area of social studies.

Through the adoption and implementation of Capturing Kids Hearts (CKH), all staff has been trained to build positive relationships with students, promoting the academic and behavioral standards throughout the school. The daily commitment to these rituals and routines of CKH has had a direct correlation to the reduction of office referrals since its inception during 2018, also resulting in reduced overall absenteeism schoolwide.

Through the faithful and collective fundraising efforts of school staff, parents and stakeholders, and the PTO, technology has been purchased to implement a new Innovation Lab on campus where students are encouraged to expand their science, technology, and mathematical exploration.

Students are provided with fine arts opportunities each week through art and music, as well as physical education and media center activities to promote health and reading throughout the school. Other academic and extracurricular opportunities outside the instructional day include a chorus program, an innovation club, a reading club, student art exhibits, and a Teach Me Tennis program. Other opportunities for student participation include school council, school safety patrol, and WJES News Show crew.

At Johnson Elementary, teachers are dedicated to supporting the emotional, academic, and developmental growth of all students through attention to rigor, assessment for guiding differentiated instruction, promoting a positive and engaging learning environment, and partnering with parent and community resources. When students are promoted from JES, they are better prepared for a high level of academics and social growth, carrying them beyond graduation and through their life.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Johnson Elementary, writing across the curriculum is an overall approach that supports the philosophy that students should be able to communicate ideas, thoughts, and reasoning within all subject areas. This philosophy extends into other curriculum areas such as physical education, art, music, and media. Johnson Elementary School’s curriculum focuses on the Georgia Standards of Excellence. Instruction is guided by professional learning communities within the content areas throughout the district. Teachers meet monthly during half-day professional development to review standards, build curriculum maps, and fine-tune scope and sequence when planning for instruction. The school utilizes textbooks for the content areas of reading, social studies, and science. Teachers also utilize resources beyond textbooks in all content areas to provide instruction that is relevant, engaging, and meets the individualized needs of all learners.

1b. Reading/English language arts

Reading and Language Arts are taught through the Wonders curriculum in kindergarten through fifth grade. This balanced literacy approach includes read-alouds, daily guided reading, shared reads, close reading, and word studies to focus on fluency, comprehension, vocabulary, and phonics instruction. This approach outlines effective strategies for success in the reading classroom. Teachers present these strategies through whole group instruction followed by standards-based mini-lessons. Small groups are formed for data-driven activities/instruction based on individual student needs. These are both independent and teacher-led stations. Teachers motivate readers by incorporating monthly genre challenges in 4th and 5th grade, implementing a “Who Got Caught Reading” home connection where parents send in pictures of their child reading independently. These pictures are posted in the classrooms. Other grade levels have a variety of reading choices for homework through a reading menu that students complete weekly. For enrichment groups, teachers offer novel studies and/or book clubs to enhance vocabulary, language, comprehension, and schema.

There is a strong emphasis on writing daily across all genres (opinion, informational, and narrative writing) in every grade level. Writing blocks are approximately 45 minutes per day using the strategies and methods of Developing Strategic Writers by Dr. Zoi Philippakos. Students are taught to work through the writing strategies ladder to plan, draft, evaluate to revise, edit, share/publish. Exemplars, teacher modeling, and whole-group evaluation of both strong/weak writing samples are provided prior to independent writing. Teachers nurture and encourage student writing by using the RACE strategy for constructed responses (in grades 3-5), utilizing specific graphic organizers, submitting entries in the Young Georgia Author’s competition, completing a 4-H project and presentation (5th Grade), using rubrics and checklists for student analysis of personal writing, recognizing writers of the week, and displaying exemplary work in the hallways. Reading texts and writing are linked using this method through the use of FTAAP (Form of writing, Topic, Audience, Author, and Purpose). This aids the student with story comprehension, as well as an understanding of the intentional purpose of reading and writing.

In addition to the regular reading and writing curriculum, teachers use data from MAP Reading assessments to teach vocabulary in the form of TIE charts. TIE stands for term, information, and example. Students are taught new vocabulary terms with definitions, examples, and/or picture cues to reinforce retention of the terms. Teachers also use fluency passages and readers from the A-Z Reading website to enhance reading instruction and meet students on their individual Lexile levels.

1c. Mathematics

Johnson Elementary’s core math curriculum is based on the Mathematics Georgia Standards of Excellence (GSE). GSE provides grade-level specific standards that are closely aligned with Common Core and mathematical practice standards. The Georgia Mathematics Curriculum focuses on actively engaging

students to develop mathematical understanding through the use of manipulatives and a variety of representations. Students are encouraged to work independently and cooperatively to solve problems and to develop fluency in mathematical skills. With a focus on conceptual understanding, students learn to think critically and realize there are many different ways to find a solution.

The foundation for instruction at Johnson is the Eureka Math program. Mathematical concepts are introduced through whole group teaching, followed by small group modeling, work stations, and independent work in the classroom. Teachers check for understanding using exit tickets, success starters, student conferences, and district benchmarks. The goal is to instill a true understanding of concepts that students can continue to build upon throughout their academic journey. Understanding how the process works helps students learn to think mathematically as well as develop strategies to solve real-world problems.

Through weekly PLCs (Professional Learning Communities) teachers collaborate among and across grade levels to align content and close learning gaps. Teachers work together to share strategies and ideas to meet the needs of all students. Assessments used to guide instruction are the Measurement of Academic Performance (MAP), Georgia Milestones, GKIDS (Georgia Kindergarten Inventory of Developing Skills), NAVVY (Georgia Mathematical Diagnostic Assessment), EMBARC Topic Assessments (affiliated with Eureka Math), and ESGI (Educational Software for Guiding Instruction). Several research-based programs are utilized at Johnson to promote mathematical understanding. Teaching in the Fast Lane, Math in Practice, and the Numeracy Project provides research-based instructional strategies that are used in kindergarten through fifth-grade classrooms. Standards walls encourage students to connect math concepts and provide specific learning goals. To develop math language, vocabulary is integrated into math lessons through TIP (Term, Information, Picture) charts, Number Talks, and various learning activities. Upper elementary grades utilize PowerPoint and video embedded interactive slideshows to provide a variety of learning opportunities. Student-centered, best practice instruction, and differentiation strategies are designed to help students visualize math ideas and develop confidence in their mathematical thinking. A spiral review is incorporated to reinforce previously learned skills. Math classes at Johnson incorporate technology using interactive programs such as Edgenuity, MobyMax, ZEARN, XtraMath, and Khan Academy. These programs provide remediation, enrichment, and on grade-level learning opportunities for students.

1d. Science

At Johnson Elementary School, the Georgia Standards of Excellence drives the science curriculum. Students explore concepts in the fields of life, earth, physical, and chemical sciences. The curriculum enhances student learning through science processes. Students learn concepts and processes through investigation and problem-solving. Students are engaged through a variety of hands-on, student-centered, and inquiry-based approaches to learning. Science classes encourage students to ask questions about the world around them and look for answers through observations. Prior knowledge is activated through questioning and lesson hooks. Science phenomena is used to then drive student inquiry. This provides relevance to the science classroom, allowing students to observe science in their own world.

Students are guided to ask questions toward a specific topic. Group discussions provide students with the opportunity to share thoughts and ideas. Standard appropriate videos with embedded links for independent exploration of the topic allow students to collect information and conduct research. Students hypothesize then experiment and test the hypothesis through hands-on labs. Results are then analyzed and conclusions are presented through lab notes and interactive digital notebooks. Integrating writing and technology provides differentiation for all students. Learning is reinforced through Mystery Science activities, BOOM Learning, class notes, and review games. Upper elementary grades participate in STEM activities, integrating project-based learning through science, technology, engineering, and math. Fifth-grade students participate in an annual Cardboard Boat Challenge and an overnight field trip to Nature's Classroom, taking learning outside of the classroom and making connections to the real world.

1e. Social studies/history/civic learning and engagement

The social studies curriculum integrates the domains of history, civics, geography, and economics. Through resources such as The Georgia Experience by Carol Marsh, interactive digital notebooks, and BOOM cards (interactive digital learning and data-gathering website) teachers are able to effectively encourage student understanding of the past and how it influences the future. Johnson Elementary focuses on project-based/hands-on learning as an integral part of students' success. Students participate in projects such as simulations, business fairs, Pioneer Day, and a Wax Museum to learn about different parts of historical standards. Social studies and science are embedded throughout literacy instruction. Students explore topics through reading, writing, and discussions while using more complex, content-rich informational texts to help enhance academic vocabulary. Academic and content related vocabulary is emphasized through the use of TIP (Term, Information, Picture) charts to reinforce the acquisition and proper use of new terminology throughout the content area. In turn, students apply new content/academic vocabulary in concert with the writing process learned through Developing Strategic Writers.

Students are afforded the opportunity to experience content learning beyond the walls of the classroom through a variety of educational extensions. Teachers plan and facilitate experiences through engaging and relevant field trips. Johnson students visit The Cobb Youth Museum, Rome History Museum, The Funk Heritage Center, and The Booth Western Art Museum to explore historical events, landmarks, and figures. In order to develop a connection in the area of civics, students visit the state capitol to explore the chambers where government decisions are made.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Johnson Elementary serves 44 students through Georgia's Pre-Kindergarten Program with the goal of building a foundation for future academic success. The program follows a continuum of learning standards by assessing personal, social, and early language development skills in the areas of literacy, math, science, social studies, creative play, and physical development. Johnson uses the GELD (Georgia Early Learning and Development Standards) standards for Georgia's Pre-Kindergarten Program. The uniqueness of the GELDS is that it allows educators to explore the developmental stages of children from birth to age five.

The district has paired the OWL (Opening A World Of Learning) curriculum with the GELDS standards. OWL allows for every component of the day to focus on learning opportunities that connect to standards. Purposeful play is incorporated daily, paired with rich student questioning, and problem-solving experiences. Students are exposed to over 2,000 vocabulary words that connect to academia and life. This language-rich environment allows students to move beyond the basic requirements of the standards.

Teachers document student growth and the positive impact of early education through daily observation. Students demonstrate expanded cognitive abilities through problem-solving with minimal assistance from the teacher over time. Through intentional use of modeling, students acquire skills that allow them to express emotions and behaviors in a positive way. A focus on developing social skills increases students' self-esteem and confidence.

Johnson's pre-kindergarten program incorporates a parent component known as Pre-Grads (Guiding Responsibility for Academics Drives Success). As part of this program, three educational parent meetings are hosted each year. These meetings allow teachers to share student growth data, set SMART (Smart, Measurable, Attainable, Relevant, Time-Bound) goals, and introduce parent strategies to support learning at home. Parents who have actively participated through the program demonstrate they are better equipped to navigate the expectations of kindergarten.

2. Other Curriculum Areas:

At Johnson Elementary, students in all grade levels attend activity classes. These classes include physical education, art, music, and media center. Kindergarten through fifth-grade attends each activity at least once

per week, with a second rotation on Fridays. Pre-kindergarten students attend activity rotations four days per week. All activity teachers, identified as integration specialists, plan lessons based on the Georgia Standards of Excellence for their content area. Johnson's school counselor also provides monthly guidance instruction to all students.

Students attending art classwork with a variety of media that includes clay, fibers and weaving, paint, collage, sculpture, and recycling. The curriculum is a balance of guided skill instruction with a focus on teaching the elements and principles of art. Students participate in open-ended stations to encourage creativity and problem-solving. Students participate in Masterpiece art reviews and reflections through weekly journals. The art program provides the opportunity for students to study the history, genres, and works of various artists. Student artwork is showcased in the local community through the JES Art Show, Chiaha Harvest Festival, Sarah Hightower Regional Library Art Exhibit, Floyd Medical Center Art Display, and the Rome Area Council for the Arts HeART Show. Johnson's art program received the 2019 Chiaha grant for creating outdoor art consisting of sculpture spaces, a brain gym, and outdoor chalkboards.

The school counseling program at Johnson is focused on meeting the social-emotional, academic, and career needs of all students. Students participate monthly in interactive classroom guidance lessons based on character building, friendship, goal setting, diversity, bullying, and personal safety. The school counselor provides solution-focused, brief individual counseling for responsive services, as well as small groups on grief, changing families, and social skills. Attendance is an integral part of the educational process which has prompted the implementation of several programs, such as the Token Tower and Attendance Pop-ups. The school counselor has also established student-led programs such as Student Council which teaches skills associated with leadership, decision-making, cooperation, and effective communication. Johnson is recognized as a Distinguished PBIS (Positive Behavior Interventions and Supports) school. The PBIS program focuses on encouraging positive behavior and promoting character traits that go beyond the school environment. An essential facet of Johnson is building relationships with students, parents, and the community implemented through the Capturing Kids Hearts framework. Johnson also participates in school-wide initiatives such as Red Ribbon Week, focusing on drug awareness and prevention.

Students come to the media center as part of their weekly activity rotation. The vision of the media center is to foster a love of literature and spark a sense of wonder. Students are provided with opportunities to explore, connect, create, and share experiences through maker-space, technology, and coding. Students participate in the Common Sense Media Digital Citizenship curriculum to promote internet safety and become responsible digital citizens. The media center strives to support the curricular needs of students and teachers, as well as provide materials to meet the diverse interests of all learners.

Music at Johnson involves learning music theory, composition, the use of instruments, along with movement and dance. Students learn to read music and play a variety of instruments. To increase the development of music vocabulary, kindergarten through fifth grade participate in weekly literacy reflection journals. Students in fourth and fifth grade have the opportunity to join the chorus and may qualify to participate in the Floyd County and District 7 Honors Chorus events. The music program encourages students to explore their skills and talents by hosting the Johnson Music Talent Show. Johnson's music teacher directs Christmas music productions where students have the opportunity to sing, dance, and perform.

Johnson's physical education classes develop students mentally, physically, and emotionally by focusing on the whole child. Students work on sportsmanship, coordination, agility, strength, and strategy by participating in activities such as Speedstacks, Parachute cooperative play, team games, organized sports units, and Field Day. Students participate in the Atlanta Falcons' Fitnessgram assessment bi-annually. This assessment evaluates the five components of health-related fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. Tennis enthusiasts have opportunities to hone their skills after school through the Teach Me Tennis program that is facilitated by the school's physical education teacher.

3. Academic Supports:

3a. Students performing below grade level

Teachers at Johnson are well trained and fully invested in using interventions to reach struggling learners. Teachers use research-based interventions to address deficits in the areas of reading and math. Intervention data and student growth are discussed monthly in grade-level meetings through RTI (Response to Intervention).

In reading, students may be instructed individually or in small groups using workstations that address vocabulary, fluency, comprehension and/or writing. Teachers also use Wonderworks timed fluency/repeated reading, direct reading instruction, Orton Gillingham, leveled reader companions, Six Minute Solutions, and/or Teach Your Child to Read in 100 Lessons as intervention tools. Differentiated software such as Read Naturally Live and MobyMax are also used as interventions to address different learning styles.

Johnson selects from a variety of reading assessments to accurately determine each student's needs for intervention. The Informal Decoding Inventory is used to determine the most important areas of focus for phonics deficits. DIBELS (Dynamic Indicator of Basic Early Literacy Skills) is given three times per year to determine the acquisition of literacy skills. DIBELS is also utilized to progress monitor students and allow teachers to make instructional decisions based on student progress. Running records track oral reading fluency, comprehension, and error patterns in reading, helping to identify specific reading skills to target through intervention.

The JAM (Junior Assessment of Mathematics), along with the GLOSS (Global Strategy Stage Assessment), are used to determine a student's deficits within grade-level mathematics. The intervention companion, the Numeracy Project, is Johnson's preferred program for individualized hands-on math intervention. This program is used individually and with small groups to help close gaps in student learning. Teachers use self-paced digital programs that allow differentiation to meet the needs of students who are below grade level and need additional support. These programs include Pathblazers, MobyMax, and Prodigy.

3b. Students performing above grade level

Johnson has a large population of high-achieving students who perform above grade level in kindergarten through fifth grade. Thirty-one percent of the student body performed above the eightieth percentile on the 2020 Winter MAP Growth assessment in reading. Likewise, thirty-one percent of the student body performed above the eightieth percentile on the 2020 Winter MAP Growth assessment in math. Teachers use differentiated instruction in reading and math to reach their individual needs in the classroom. Advanced students are also taught in small groups to accelerate instruction.

Research and inquiry presentations are assigned to stimulate reading progression within the content areas. Many teachers use choice boards for self-selected learning. Eureka Math, which is rigorous by design, allows advanced students to work independently or within groups to grapple with new and challenging skills. TIP and TIE charts are used to expand above-grade-level-vocabulary acquisition and usage to support student growth within all content areas. Johnson implements differentiated software curriculum such as MobyMax, Khan Academy, Prodigy, Code.org, Splash Math, XtraMath, Freckle, and Boom to challenge students in skill areas that are above the student's current grade level.

Johnson uses Edgenuity/Pathblazers to progress monitor students who are above grade level in both reading and math to ensure this population is growing. This program uses the student's most current MAP RIT (ready for instruction today) score to determine assignments for each student individually. During the 2019-2020 school year, the school was chosen to participate in the Gold Standard reading study in partnership with Edgenuity/Pathblazers. This program allows teachers to challenge students through advanced skill assignments as determined by each student's individual MAP RIT score in the area of reading for students in the third through fifth-grade study group.

3c. Special education

Johnson Elementary School believes each student deserves the best education, regardless of a child's ability or disability. Johnson's teachers tailor instruction for students with disabilities and pace their growth and

development. Johnson's special education population includes 17.5% of the total student enrollment. There are a variety of ways that services are provided for these students. Special education teachers, along with speech-language pathologists work alongside the general education teachers to provide small group instruction that inspires students with disabilities to achieve and grow. Instruction is planned and implemented to help close the achievement gap of twenty percentile points in the area of reading and eleven percentile points in the area of math. Johnson's overall growth as indicated on the 2018-2019 Milestones assessment exceeded the expectations in both the reading and math content areas.

The instruction of special needs students at Johnson is driven by each child's IEP (Individual Education Program) and assessment results which are used to determine progress toward achievement and growth. Some of these assessments include: Dynamic Indicators of Early Literacy Skills (DIBELS), Measurement of Academic Progress (MAP), Georgia Milestones, Georgia Kindergarten Inventory Of Developing Skills 2.0 (GKIDS 2.0), Junior Assessment of Mathematics (JAM), and Global Strategy Stage (GLOSS). A number of general and special education faculty have been trained to use the Orton-Gillingham methodology of reading to build phonics skills that are not easily attained through the general education setting. This approach to reading includes multi-sensory, structured, and sequential methods for teaching literacy. Great gains have been noted while using this program at Johnson Elementary. Students with disabilities also use the Numeracy Project, a math curriculum providing individualized instruction to support mastery of grade-level standards that have not previously been attained.

3d. ELLs, if a special program or intervention is offered

For the 2019-2020 school year, less than 1% of the student population was identified and eligible for ELL support services. The district ELL facilitator uses the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment to determine student eligibility each school year as outlined by the state of Georgia. Not all students found eligible for services may require additional support through accommodations or modifications. If it is determined that an eligible student does need additional support, general education teachers for reading and mathematics will use the Allowable Accommodations Checklist for English Learners to determine the accommodations or modifications needed for the student to be successful. All teachers are equipped with WIDA Can-Do-Descriptors that support best strategies for teaching students, as well as access to an online collection of resources available within Google Classroom provided by the district EL facilitator.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

During the 2019-2020 school year, 135 students in grades one through five were served through the gifted education program known as Kaleidoscope at Johnson Elementary School. Students may be nominated for gifted eligibility testing by a teacher, a parent, an administrator, or a peer. Students may also be self-nominated or automatically referred based on MAP (Measure of Academic Progress) scores. Testing occurs every January for first through fifth graders and each April for kindergartners. Students are assessed in the areas of mental ability, achievement, creativity, and motivation. Primary testing measures include the CogAT (Cognitive Abilities Test), MAP, and GRS (Gifted Rating Scale) creativity/motivation checklists. Secondary measures include the NNAT (Naglieri Nonverbal Ability Test), the OLSAT (Otis-Lennon School Ability Test), the ITBS (Iowa Test of Basic Skills), the Torrance Test of Creativity, and a motivation portfolio. Qualifying students are served one day per week in the gifted resource classroom.

Gifted supports for the regular classroom include extensive vocabulary development, the integration of Edgenuity/Pathblazers math and reading practice, an Edgenuity notebook for RIT vocabulary, and Freckle/Readworks reading instruction. Gifted enrichment opportunities include learning tools such as Hands-On Equations for early algebra, Versatiles math instruction, Greek and Latin stems, Kahoot, BOOM Learning, and Quizlet learning games. Strategies for learning within the gifted classroom include unit-based research projects as well as critical and creative thinking activities. Learning experiences beyond the walls of Johnson Elementary School include: a study trip to Tybee Island, Floyd County Schools' Fifth Grade Quiz Bowl, system-wide events for Mystery Festival, Build It Festival and International Day, as well as a school-wide election every 4 years. Other campus extensions include a storytelling unit for fourth-grade students and the Young Georgia Authors writing competition.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Johnson Elementary supports a positive and academically challenging learning environment with an emphasis on building relationships between students and teachers. In 2018, teachers and staff were trained to incorporate Capturing Kids Hearts (CKH) into the school's daily rituals and routines. The program focuses on building relational connections with students with the purpose of increasing student classroom performance, student attendance, and increasing daily teacher satisfaction. As relationships are developed throughout the building, student behaviors improve as they feel valued and desire to attend school. As part of Capturing Kids Hearts, teachers greet their students at their classroom doors each morning with a smile and a handshake. Prior to instruction, teachers invite students to share "good news" where students share good things that are happening in their lives.

When students are caught doing "good things" throughout the school, teachers may nominate that student for "Good News Call of the Day." These students will then appear on the daily WJES News Show to be recognized and receive a positive phone call home to parents. The WJES News Show is composed of fifth-graders who record and announce the morning news which is broadcast on Youtube and featured on the school website.

Johnson Elementary participates in a character word of the month to promote kindness, perseverance, acceptance, gratitude, and other positive characteristics. Each month, teachers nominate a student from their class for a Cool Cat Character award. These students are recognized for consistently demonstrating these positive characteristics at school and they are featured as a group on the school's webpage.

At Johnson Elementary, teachers and students use a common language and practice of modeling expectations through our PBIS (Positive Behavioral Interventions and Supports) program. Johnson was recognized by the Georgia Department of Education as a Distinguished PBIS School during the 2019-2020 school year. In support of PBIS, students are held accountable for school-wide expectations or "PAWS" (Prepare, Act Responsibly, Work and Play Safely, and Show Respect). Teachers use the PBIS Rewards app/website to award points to students who exemplify these good behaviors throughout the day. With points earned, students may participate in school-wide events such as a Glow Dance Party, Sweet Frog Yogurt events, Inflatables Bouncing Bonanza fun, and a Skating Party. The PBIS program also extends into the lunchroom, where classrooms can earn the Golden Spatula Award. Whole classes are recognized monthly for following lunchroom expectations and demonstrating manners and responsibility.

2. Engaging Families and Community:

Johnson Elementary School is deeply rooted in the Rome-Floyd County community, where parent involvement is an important component of student success. Parents and stakeholders are encouraged to become actively involved in school throughout the year. Johnson has a high number of parent volunteers (297) who have participated in the Community in Schools training. This allows parents and community members the ability to enter the school and volunteer for a variety of purposes; assisting teachers in the classroom, setting up for school-wide events such as the Color Run fundraiser, book fair events, and PBIS reward events such as the Bouncing Bonanza. Parents and guardians are invited to attend and volunteer to assist during events held after school hours such as the Johnson Jamboree (fall festival), Pancakes with Santa, Christmas Music Program, Valentine's Dance, and the JES talent show.

Parents and community members are welcome to participate in Johnson Elementary's Local School Coordinating Council through application and election. Members serve for two-year terms and contribute their knowledge and talents to benefit school planning and decision-making. This committee meets monthly with the school principal and teacher-representatives to address the 'state of the school' and make recommendations regarding the School Improvement Plan.

Parents are continuously informed of student's academic progress through conferences and personal

communication throughout the year. Each semester, parents are invited to meet with classroom teachers during scheduled conference days. Parents also receive assessment data letters, standards-based report cards, and grade-level report cards as scheduled throughout the year. These help parents understand student achievement, progress toward academic growth, and benchmark testing. Parents of students with disabilities are provided with progress reports for Individual Education Plan goals every 9 weeks and are part of the committee to create a new plan based on the student's present level of performance at least once per year. Parents of students served through Georgia's Pre-Kindergarten program are offered three opportunities per year to meet with the teachers to receive student growth data and set goals, and learn strategies to help students continue learning at home. Information related to school activities are presented through the use of social media, school and teacher websites, Blackboard Communication, Class DoJo, Remind 101, and weekly newsletters.

3. Creating Professional Culture:

Teachers at Johnson invest in serving as life-long learners. All teachers are evaluated using the Teacher Keys Effectiveness System (TKES), the statewide Georgia system for evaluating public educators. Administrators utilize TKES to evaluate and support the professional culture at Johnson through goal setting, assurance reviews, mid-year conferences, formative observations, as well as a summative year-end conference. School administration provides positive feedback to teachers to guide and support their practice, as well as encourage professional learning for growth.

Johnson creates an environment where teachers are valued and supported. Johnson has a culture of continuous learning and professional practice. Educators at Johnson participate in county-wide collaborative learning days each month. At these meetings, teachers collaborate with those within the same grade level and/or content area across all schools in the Floyd County School system. The focus of these learning sessions is often content-specific with an inquiry into such instructional conversations as implementing Developing Strategic Writers, using MAP data, and how to use the Numeracy Project effectively. All grade levels and content area teachers focus on data and assessments throughout the system. This staff development initiative has been instrumental in allowing teachers to gain a deeper understanding of the standards and how to plan for rigorous and pertinent instruction together.

Professional learning communities (PLCs) are a weekly practice at Johnson Elementary. Teachers meet weekly for these data-driven learning communities within their grade level, or concentration teams, to discuss a plethora of learning opportunities. In PLC meetings, teachers analyze progress monitoring and assessment data to plan interventions as a component of the Response to Intervention (RTI) process. Student data, including achievement and growth, is reviewed weekly during PLCs to guide instructional planning and small-group interventions and enrichments.

The Johnson faculty has had extensive training in implementing Developing Strategic Writers to improve the quality of writing across all content areas. This systematic program was incorporated to improve the overall quality of writing produced by Johnson students across all grade levels representing kindergarten through fifth grade. Teachers were trained over the course of two years by the author, Dr. Zoi Philippakos, in order to implement the program to its fullest extent throughout the entire school. The implementation of this writing program at Johnson Elementary led to a county-wide adoption of the program for all schools within the system.

4. School Leadership:

Johnson Elementary's principal and assistant principal serve as lead learners of the school with the approach of keeping children first, both academically and socially. They lead with a servant's heart in their approach to supporting the achievement and growth of both students and teachers. The foundation of Johnson Elementary is one of strong compassion for learning as well as an undeniable structure. The school's leaders have an open-door policy for students, teachers and parents, and strive to be visible throughout the school, in classrooms, as well as school events, on a regular basis. They are actively involved in the decision-making process by coordinating and working regularly with the LSGT (Local School Governance Team) and PTO (Parent Teacher Organization). Leaders at Johnson have been trained in Capturing Kids Hearts to promote

building relationships with students through positive affirmation and life connections.

At Johnson, teachers have multiple opportunities to share in leadership roles, including decision-making responsibilities for the school. The Wildcat Wisdom leadership team, composed of one representative from each grade level and special areas, meets monthly to discuss upcoming events, scheduling, grade level concerns, and other issues related to the school improvement plan. During the summer, the leadership committee participates in a day-long meeting to address instructional goals and plan for the upcoming school year.

Johnson Elementary's special education lead teacher serves as the chairperson for the special education department within the school. Their role, in addition to serving as a classroom teacher, is to collaborate with all special education teachers on campus, including speech-language pathologists, and advise/review the individual education plan of those learners who are eligible for special education services as determined by the Georgia Department of Education.

The school counselor serves as the coordinator for Johnson's PBIS (Positive Behavior Interventions and Supports) program. A PBIS committee meets monthly to discuss school-wide positive behavior awards and events. The goal of PBIS is to create a social culture throughout the school that will encourage positive student behaviors and interactions.

Students in fourth and fifth grades at Johnson Elementary also have an opportunity to participate in leadership roles as part of the Local Student Council. Students run for office each school year and are elected by their peers to fill specific roles within the council. This group of young people plans service projects and fundraising events within the school throughout the year.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has set Johnson Elementary School apart from other schools in recent years is the focus on developing student writing skills across the curriculum and in all grade levels from kindergarten through fifth grade. The strategies that have been introduced and practiced with students have proven to serve as the root for success regarding writing instruction and assessment across the curriculum. The school's focus on writing has helped students make connections among ideas and content areas in order to view learning through a holistic approach. A focus on genre writing has created a framework by which all learning can be affixed for both students and building educators. With a large number of students achieving on and above grade level at Johnson, a strong writing program was an area of need for several years prior to implementing the Developing Strategic Writers approach to writing. Likewise, students who struggled with reading were provided with strategies to expand vocabulary and support reading through the writing process once this program was integrated as a regular part of the curriculum.

Teachers in kindergarten through fifth grade were trained in utilizing the strategies provided through Developing Strategic Writers by Dr. Zoi Philippakos. The author modeled, taught, and coached teachers at Johnson Elementary through professional development as they learned to implement the writing process through genre instruction. Due to this, thorough training, teachers and students have learned a common language for both reading and writing. This, in turn, has supported students' achievement in other subject areas such as science and social studies. Benchmark writing assessments, as well as state end-of-grade assessments in third through fifth grades, have proven to reflect student growth in achievement in the content area of English Language Arts since the introduction of Developing Strategic Writers. Common goal setting, collaborative planning, and team discussions during professional learning communities among teachers have reinforced the systematic strategies of the writing process and led to increased student success as readers and writers.

The writing success of students at Johnson Elementary inspired other schools within the Floyd County system to adopt the same approach to writing instruction across grade levels. Teachers within different school buildings began meeting collaboratively to plan for writing instruction and assessment. Professional learning opportunities were expanded across the system to provide ongoing training and support in efforts to build a strong foundation of successful writers.