

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. La Donna Turrentine, Ed.S.

Official School Name: Johnson Elementary

School Mailing Address:
1839 Morrison Camp Ground Rd NE
Rome, GA 30161-9186

County: Floyd State School Code Number*: 0657

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

Web site/URL: http://www.floydboe.net/Sites/Site9/HomePage.asp?&Check=True&Check=True E-mail:
lturrentine@floydboe.net

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Lynn Plunkett

District Name: Floyd County Schools 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 that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Teresa Lumsden

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 11 | Elementary schools (includes K-8) |
| 4 | Middle/Junior high schools |
| 4 | High schools |
| 0 | K-12 schools |
| 19 | TOTAL |

2. District Per Pupil Expenditure: 9683

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	26	17	43	6			0
K	55	28	83	7			0
1	60	39	99	8			0
2	35	31	66	9			0
3	52	37	89	10			0
4	43	32	75	11			0
5	35	32	67	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							522

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
6 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
88 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 14 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	40
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	32
(3)	Total of all transferred students [sum of rows (1) and (2)].	72
(4)	Total number of students in the school as of October 1.	524
(5)	Total transferred students in row (3) divided by total students in row (4).	0.137
(6)	Amount in row (5) multiplied by 100.	13.740

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 9

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 35 %

Total number students who qualify: 182

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Johnson Elementary School does participate in the free and reduced-price school meals program. This allows us to monitor the economically disadvantaged for No Child Left Behind/AYP. Our Pre-Kindergarten students are excluded from this program.

10. Students receiving special education services: 14 %

Total Number of Students Served: 72

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>4</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>31</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>8</u>	<u>0</u>
Total number	<u>57</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	96%	97%	96%
Daily teacher attendance	97%	96%	96%	96%	96%
Teacher turnover rate	0%	2%	3%	3%	8%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	0 %

PART III - SUMMARY

Johnson Elementary School (JES) is a public school in Rome, Georgia that serves Pre-Kindergarten through fifth grades. Johnson Elementary School is recognized for its high standards and continued growth of learning and achieving which makes it appealing to families searching for a school of excellence. Johnson Elementary opened its doors in 1931 with the idea that all children can learn. Our PTO is very active with purchasing much needed academic materials. Johnson Elementary is dedicated to reaching every child at his/her ability level, teaching every child the highest academic skills, and touching every child's life in a positive way. The stakeholders of Johnson Elementary believe:

1. A learning environment which recognizes various learning styles, special needs and interests, should be provided for all students.
2. An academic program, designed to challenge each student to the utmost of their abilities should be provided to all students.
3. An educational program, which helps the students develop a positive self-concept and prepares them to become responsible citizens, should be provided to all students.
4. Qualified teachers, administrators, and other staff members, who accept the responsibility to love, guide, motivate students, and work cooperatively with parents and the community for the success of the students should be employed.
5. An appreciation for the fine arts, as well as an appreciation of physical fitness in all students should be developed and nurtured.
6. Multi-media resources, which teach students to access information and knowledge through the use of technology and application of critical thinking skills in a variety of subjects and situations, should be provided.
7. A school environment, which is safe and comfortable, conducive to learning, and sees all students as successful individuals, who are able to show empathy, impulse control, and anger management, should be provided.

Our beliefs help us promote and achieve high expectations for the faculty and staff of JES, students, parents, and the community. We have focused on and will continue to focus on standards-based instruction, differentiation, classroom environment, and assessment which have proven successful for Johnson Elementary School. This focus will help us move from a traditional classroom to a true standards-based classroom with confidence and success. Johnson Elementary School provides a consistent standards based curriculum with high expectations. Throughout our instruction and assessment we identify the needs of each student. We successfully remediate our students with best practices and research based strategies. We place a strong emphasis on standards-based curriculum and instruction for ELA/Reading, writing, math, science, and social studies, as well as music, art, technology, and physical education. Our hallways and classrooms are lined with exemplars, artifacts, student work and commentary. Student teachers, parents, volunteers and mentors fill our school to offer help for all of our students, especially the at-risk students.

Johnson Elementary School is a unique school because we offer many programs that help make our students successful. We always want our students to get the best we have to offer. Therefore we offer the following programs to boost our academics:

- After School Tutoring Program (regular and special education students)
- After School Care Program with homework lab
- Intersession to remediate at-risk students
- Success Academy - full time reading/math interventionist
- Special Education Math Interventionist
- Fourth and fifth grade classes have RISE (Reaching Individual Students Everyday) built into their class time

- Students write everyday
- Gifted Program for first - fifth grades

The faculty and staff promote the value and importance of education and graduation. All classrooms have the graduation year posted above their classroom door and all faculty and staff have their high school and college diplomas posted outside their classroom/office.

Our students participate in many academic activities like the school wide/county wide spelling bee, Quiz Bowl, chorus, and Rome Noon Optimist Club's Terrific Kid Program. Our students also participate in many activities that not only promote academic development, but also character development. We have 4-H and Fire Safety for our fifth graders. We have a Character Education Program that recognizes Character Champs monthly. JES students, faculty/staff, and community participate in programs that benefit others. We whole heartedly support March of Dimes, Hoops for Heart, American Cancer Society/Relay for Life, Blood Assurance, Breast Cancer Awareness, JES Families in Need, Space Camp, Model/Johnson Foundation and Red Ribbon Week. We show our support by donating money and participating in planned events for various organizations/charities.

Johnson Elementary is the excellent school it is due to the hard work, high standards, and dedication of the administrators, teachers, students, parents, and community. We strive to make sure that our teaching equals learning. We will continue to strive to teach with rigor and relevance to ensure that we provide a quality education to quality students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

There are three performance levels for the Georgia Criterion Referenced Competency Test (CRCT): Level One/Does Not Meet/a score of below 800, Level Two/ Meets/a score of 800 – 840, and **Level Three/Exceeds/a score of 850 or higher**. In order for a third grade student to be considered for promotion to the fourth grade, he/she must make a score of 800 or higher in Reading. In order for a fifth grade student to be considered for promotion, he/she must make a score of 800 or higher in both **Reading and Math**.

Over the past five years, Johnson Elementary School has shown consistent increases in student achievement especially in the content areas of Math and Reading. However, it should be noted that during the transition of the Quality Core Curriculum to the newly State adopted Georgia Performance Standards curriculum, slight decreases can be noted in student achievement during the first year of implementation. Continuing, we have discovered that this pattern of decrease which never fell below the State average of scores lasted only for one year; whereby, as the students became more acclimated with the new GPS curriculum, student scores continued to improve. It is important to note that as higher standards of accountability for education are passed down to the local system and school levels by the state and Federal governments, Johnson Elementary School is meeting and in most cases far exceeding demands and challenges.

Johnson Elementary School's data may be obtained from: www.gadoe.k12.ga.us

2. **Using Assessment Results:**

Johnson Elementary School incorporates several assessment tools and strategies to help monitor performances and success of our students. Teachers and administrators assess and compare individual norm-referenced test scores (e.g. Dynamic Indicator of Basic Early Literacy Skills, Georgia Writing Assessment, Georgia Kindergarten Inventory of Developing Skills and the Georgia Criterion Referenced Competency Test) by class, grade level, and school. At the beginning of each school year, we hold grade level meetings to review and analyze the Spring CRCT results. While meeting we discuss the strengths and weaknesses of individual students, individual classes, and grade levels. The data we collect drives our instruction and also helps us determine who needs remediation. We mainly collect and use data to recognize and implement curriculum changes. We analyze and compare last year's scores to help determine learning trends. All information gathered opens up rich dialogue between teachers, administrators, and parents.

This school year we are focusing on making sure our formative and summative assessments match up to the verb of the standard/s we are teaching. We look at the differences in assessment of learning and assessment for learning. By doing this we guarantee that the students will have every opportunity to show what they have learned. Tests, quizzes, daily assessments, projects, models, drawings, demonstrations, debates, presentations, etc. help influence our day to day curriculum and instructional decisions.

3. **Communicating Assessment Results:**

Johnson Elementary values the importance of communication between school, home, and community. We gladly invite parents and community leaders to visit. This allows them to see all the great things at Johnson Elementary. Our teachers continually talk formally and informally about student's academic progress. Johnson Elementary realizes that effective communication is a valuable tool for success of any kind.

Once we receive state assessment results we send home a hard copy to the parents. We also have meetings with teachers to explain test results. Prior to school starting the principal meets with the School Council to discuss and answer questions regarding state assessment results. We also hold parent conferences in September and February to discuss assessment results and yearly progress. Criterion referenced and norm referenced assessment data are made available on the Georgia Department of Education website, and the Floyd County Board of Education School System's website, and in our local newspaper, The Rome News Tribune.

Every Monday we send home **Very Important Papers** pack that has graded student work – which gives parents ongoing academic feedback. Progress reports go home every four and a half weeks for third through fifth grades and report cards go home every nine weeks. The progress reports and report cards inform parents of academic, behavior, attendance, and tardy information. Our parents also have access to their student's academic progress, attendance, and discipline through a software program called IQUE.

4. Sharing Success:

We are very proud of the academic successes of our students and staff at Johnson Elementary. We love to share our success stories with anyone who will listen! We do share these stories through weekly classroom newsletters, monthly administrative newsletters, school marquee, county/school website, and the local paper, The Rome News Tribune. The principal sends out a weekly informative newsletter to the faculty and staff titled "The Lighthouse". This is used as a communication tool to inform and promote success.

In the event we are awarded the Blue Ribbon School status we will have a huge celebration of success – a power point presentation, speakers, and food! We will invite all members of the Floyd County Board of Education, our superintendent, our associate and assistant superintendents, former administrators, surrounding schools within the Model area, JES School Council members, parents, local business partners, and community leaders.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Johnson Elementary School strives to motivate our students to become life-long learners. Our school motto is, “Reaching, Teaching, and Touching by Understanding, Knowing, and Doing.” Our curriculum is based on the Georgia Performance Standards and Best Practices. Rigorous, research-based instruction with a focus on developing both critical and higher order thinking skills is our priority. Benchmark assessments allow teachers to acquire clear measures of student performance, thus providing them with the ability to provide the necessary interventions, differentiation, and enrichment opportunities to achieve. We have a strong school-based staff development system, whereby administrators and teachers collaborate horizontally and vertically to ensure that achievement gaps are closed and students are actively engaged in the learning process. We also have Success Academy during the school day for grades K-5 in one-on-one, small group, and inclusion settings. The purpose of Success Academy is to provide daily reading and math interventions in flexible groupings. The schedule allows students to rotate in and out as needed. Data collection from progress monitoring determines the frequency and duration of services provided in Success Academy. Each teacher has 30 minutes of R.I.S.E. (Reaching Individual Students Everyday) in order to provide individual instructional opportunities to students. We also offer one-hour after school tutoring once weekly and a week-long, full-day reading and math intercession for struggling students prior to the CRCT. The intent is to provide remediation and close the achievement gap so that students will meet or exceed reading and math standards on the CRCT. Both intercession and after school tutoring are needs-based with small group instruction.

Reading/ELA/Writing: Saxon Phonics and Spelling is taught in all K-2 classrooms. As a result, our students build a strong foundation in phonemic awareness, decoding, encoding, handwriting and fluency. The Scott Foresman reading series is utilized in grades 1-5, along with leveled readers and opportunities for exposure to non-fiction in order to supplement across the curriculum. The reading incentive program endorsed by the media center uses Accelerated Reader as a method for monitoring progress and motivating students to become life-long lovers of reading. Teachers also schedule a daily D.E.A.R. (Drop Everything and Read) time. The Dynamic Indicator of Basic Literacy Skills (DIBELS) and STAR Reading assessments are utilized in order to measure reading fluency, accuracy and growth. Specifically, DIBELS allows teachers to develop interventions based on weaknesses. Using the Florida Center for Reading Research, Sound Partners, Rode to the Code, Six Minute Reading, Study Island, Georgia Online Assessment System, Reading A-Z, Success Academy, and R.I.S.E. time ensure that achievement gaps are reduced with progress monitoring and assessment for learning. Our Shurley English program, in grades 2-5, teaches students to merge grammar and editing skills into writing. Additionally, the Daily Language Review is incorporated to concentrate on specific skills as a warm-up activity. Students are encouraged to write on a daily basis. Beginning in Kindergarten, students are taught the four genres of writing in response to literature. Students learn to self-assess and peer-assess using rubrics. Struggling readers are invited to attend after school tutoring and intercession for additional instructional opportunities.

Mathematics: The GPS Math Frameworks drive math instruction at Johnson Elementary. Math instruction is tailored to address multiple intelligences and incorporates concepts and skills development through performance tasks. The curriculum for K-5 math is Harcourt Math, which is supplemented by Think Math. Manipulatives, flash cards, graphic organizers, and computer programs such as, Mega Math, Number Munchers, Math Blasters, Study Island, and STAR Math are essential to meeting the needs of the students. Benchmark assessments and the Georgia Online Assessment System allow us to identify weaknesses and determine how to intervene. Accelerated Math and Number Worlds are the primary sources for providing daily interventions and differentiation for students. We have a part-time Math Interventionist and Aide that provide remediation for our special needs students in addition to their standards based math instruction in the regular education classroom. Success Academy, R.I.S.E., intercession and after school tutoring offer

remediation for those students who struggle with basic math skills. Our 3-5 math teachers use the workshop model for teaching math. Students of all ages have the opportunity to learn about money and exchange while purchasing items at the School Store.

Science and Social Studies: Students are offered opportunities to be engaged with content by utilizing cooperative groups and small group activities with directed inquiry. This assists those students who are below average readers, while enriching those who are on and above grade level in reading. Classroom instruction is supplemented through field trips, research projects, and presentations. Science Labs are linked to writing and math. Students investigate and analyze data using references and calculation skills. Johnson Elementary teachers and students participate in a county-wide recycling program and is one of the largest recyclers in the district. In Social Studies, geography, history, and economics, and government are explored using Brainpop.com, Georgia Studies Weekly, United Streaming and Character Education. Students learn to be productive members of society by participating in opportunities to give back to the local community.

Visual and Performing Arts: At Johnson Elementary, the visual and performing arts are valuable assets to daily instruction. Our art and music teachers incorporate math, reading, writing, science, and social studies into their weekly lessons. All students participate in art and music for 45 minutes weekly. Student artwork is displayed throughout the school, district and several county forums. The Rome News-Tribune has featured student artwork in its Today's Young Artist section. In music, students learn to play various instruments while moving, singing, and making music. Students play the recorder in grades 4-5. Additionally, 4-5 students participate in county, district, and state Honor's Chorus. We have a K-2 and 3-5 theatrical performance combining instrumental, vocal, and dance at Christmas each year. Students also perform at PTO meetings and area nursing homes.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The GPS drive Reading instruction at Johnson Elementary. The Scott Foresman Reading program was adopted by Floyd County Schools due to the emphasis placed on the five components of reading: fluency, comprehension, vocabulary, phonics, and phonemic awareness. Saxon Phonics and Spelling are an important part of K-2 classrooms. The focus on phonemic awareness, phonics, vocabulary, comprehension, and fluency early-on ensure that students develop a strong understanding of the process of reading. K-5 classroom teachers also read to the students daily. This daily story time allows students to learn inflection, pitch, and rate which help them learn how to read with emotion. Leveled readers are incorporated in order to increase fluency, accuracy, and speed. Cross-curricular opportunities for learning are also provided with non-fiction books. Our D.E.A.R. time promotes reading for pleasure and helps students to become independent readers. The Media Specialist has implemented a strong Accelerated Reading program which promotes reading and also helps to motivate students to continue to read. Students earn dog tags by reaching specified goals for a total number of points. Points are earned by passing AR tests after completing a book. Students who earn 100 points each month are invited to participate in a 100 points party hosted by the Media Center. Additionally, they have their pictures taken and posted on a prominent wall in the school, called the "100 points Wall of Fame." Struggling readers are identified through benchmark assessments, DIBELS, Study Island, Georgia Online Assessment System and STAR. Interventions are provided with progress monitoring in order to close the achievement gap for low readers. These students also attend Success Academy, a regular education function, during the school day. This provides a time for one-on-one, small group, and inclusion intervention services with flexible grouping based on the needs of each student. All K-5 teachers provide 30 minutes of R.I.S.E. time daily. This ensures that the individual needs of students are addressed. During this time, teachers use a variety of intervention strategies such as FCCR, Sound Partners, Rode to the Code, and Six Minute Reading. Students who continue to struggle are invited and encouraged to attend after school tutoring for one hour each week and a week-long, full-day of intercession which provide additional small group instruction. Collectively, these strategies ensure that our students meet or exceed the standards on the CRCT.

3. Additional Curriculum Area:

Technology and integration in the classroom plays an important part of daily instruction. Each classroom is equipped with teacher and student computers. These computers are accessed daily by K-5 students for instruction, remediation, and research. Classroom instruction is enhanced in the media center and computer lab each week. Students spend 30 minutes weekly in the media center and 45 minutes weekly in the computer lab. There are 30 computers in the computer lab which also houses a projector for teacher-led projects. Students learn to use Microsoft Word and Power Point, basic typing skills, and navigation. Johnson currently has 15 promethean boards that are used daily in order to provide electronic instruction. Teachers are able to demonstrate the use of technology while providing standards based instruction.

4. Instructional Methods:

Enrichment opportunities are provided as part of differentiated instruction as well as in the gifted program. These students are often given research projects, displays, essays or oral presentations. This helps to increase the number of students who only meet the standards to a larger number of students who exceed the standards. Johnson Elementary employs many methods of providing interventions to struggling students. The purpose is to help all students to succeed by closing achievement gaps. Instruction is driven by the GPS using best practices and research-based instruction. Teachers use differentiated instruction to enhance strategies for achievement in 30 minutes of daily instruction during R.I.S.E. time. Students who need more intensive interventions attend Success Academy. Success Academy is a regular education, daily intervention program that serves students in one-on-one, small group, and inclusion classes. Students who still need additional support are invited to attend after school tutoring for one hour weekly. Those students also attend a week-long, full-day of intercession prior to the CRCT. This offers additional small group opportunities for remediation in order for students to be successful on the CRCT. Once the frequency and duration of interventions are increased and there is no sufficient progress, students are referred for evaluation in order to determine an underlying disability. Traditionally, Johnson Elementary has a small population of special needs students. Individualized Education Plans are developed for eligible students. We have a mix of inclusion, resource, and self-contained students whose service plans are determined based on individual needs. Regular education teachers and special education teachers plan collaboratively and implement strategies to support all students at Johnson Elementary.

5. Professional Development:

At Johnson Elementary School we value professional development as an integral part of our teaching and learning process for the faculty. We take every opportunity to experience worthwhile professional development training. Our goal of professional learning is to enhance our teaching so our students will know, understand, and be able to do what is being presented to them. We believe that our students will greatly benefit from our teachers implementing strategies learned from professional development. We use data and interest inventories to help determine what professional development is needed at Johnson Elementary to make all successful.

Over the last few years we have offered on-site professional learning in Georgia Performance Standards implementation, Differentiation, Response to Intervention, Standards- Based Instruction/Classroom, and DIBELS I. Currently we are offering two professional learning opportunities at the school level: 1) Standards-Based Instruction: Standards, Classroom Environment, Assessment, Instruction and Commentary and 2) TEAM Building. Currently our principal redelivers the Standards-Based Instruction: Standards, Classroom Environment, Assessment, Instruction and Commentary to all faculty, paraprofessionals, counselor, and media specialist at monthly meetings called Terrific Tuesdays. We have had guest speakers discuss useful commentary on student work, Math in Motion, and using Promethean Boards and NetChalk in the classroom and school website. The assistant principal and counselor redeliver the TEAM Building professional learning to all faculty and staff.

System wide we are receiving professional development training on Using Assessment *for* Learning taught by Dr. Beth Reynolds. This professional learning opportunity is a three year commitment. At the end of the three years, 36 teachers at Johnson Elementary School will be trained. This training is especially beneficial. It provides rich training that will better equip our teachers to move away from a traditional classroom to a true standards-based classroom.

As a system we are fortunate to have Northwest Georgia RESA in our town, and we are able to attend many professional development trainings provided by them. Currently three of our teachers are attending the Math Academy at NWGA RESA. This class provides the teachers with useful strategies to teach math standards using the workshop model.

Several of our teachers are currently seeking higher degrees and taking opportunities to better themselves in the classroom. At Johnson Elementary School, we model lifelong learning to our students, and we strive to improve ourselves through professional development.

6. School Leadership:

Johnson Elementary School's Leadership team is made up of the principal, assistant principal, counselor, media specialist, and representatives from specialty areas and grade levels. The leadership team is called WildCat Wisdom. We meet monthly to discuss ideas and concerns regarding academics, behavior, and the general housekeeping of Johnson Elementary. The primary goal of the leadership team is to encourage academic excellence, support continuous learning, and support/promote necessary change to ensure success at Johnson Elementary.

WildCat Wisdom is led by the principal, La Donna R. Turrentine. Members of WildCat Wisdom provide items for the agenda. Each member represents his/her area/grade level and discusses items on their behalf. After the meeting the members go back to their peers and redeliver information that was decided upon and discussed. Minutes of each meeting are placed in each teacher's mailbox to ensure understanding.

Our principal was new to Johnson Elementary this school year. In July 2009 she met with the WildCat Wisdom to review her goals and expectations for the 2009–2010 school year. Once the school year began, the team met to discuss the School Improvement Plan and the System Improvement Plan. Monthly meetings have been conducted throughout the school year. We have discussed various items, such as: test scores, standards-based instruction, RtI, video usage, lunchroom concerns, adopting a school-wide behavior management plan, budget, allotments, just to name a few. Teachers feel comfortable to bring any item up for discussion. The team discusses expectations and works well together to ensure quality teaching and learning is taking place.

Members of WildCat Wisdom rotate off every three years. This allows everyone a chance to experience leadership opportunities.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: CRCT

Edition/Publication Year: Spring/2002-2009

Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	87	79	87	97	92
Exceeds	36	23	28	43	26
Number of students tested	99	71	76	68	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	79	68	86	94	77
Exceeds	25	14	26	25	29
Number of students tested	48	28	35	32	21
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	62	54	67	92	89
Exceeds	31	7	11	17	21
Number of students tested	16	15	18	12	19
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: Spring/ 2002 - 2009

Grade: 1 Test: CRCT
Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	94	84	97	97	90
Exceeds	43	38	36	29	44
Number of students tested	99	71	76	68	80
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	90	75	97	94	77
Exceeds	25	14	31	16	29
Number of students tested	48	28	35	32	21
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	63	54	89	100	89
Exceeds	19	7	17	25	26
Number of students tested	16	15	18	12	19
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: Spring/2002-2009

Grade: 2 Test: CRCT
Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	84	88	92	93	99
Exceeds	23	14	19	43	51
Number of students tested	62	85	70	70	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	75	87	88	91	100
Exceeds	11	3	11	30	47
Number of students tested	28	37	35	33	30
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds		53	77	82	100
Exceeds		0	8	27	33
Number of students tested	8	17	13	11	18
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: Spring/2002-2009

Grade: 2 Test: CRCT
Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	93	94	93	93	97
Exceeds	48	41	57	56	55
Number of students tested	62	85	70	70	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	93	94	89	84	97
Exceeds	39	35	43	39	50
Number of students tested	28	37	35	33	30
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds		77	77	82	89
Exceeds		12	23	55	33
Number of students tested	8	17	13	11	18
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: Spring/2002-2009

Grade: 3 Test: CRCT
Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	81	86	95	99	99
Exceeds	44	54	58	52	41
Number of students tested	87	76	71	64	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	79	73	89	96	100
Exceeds	37	43	46	53	31
Number of students tested	38	37	28	30	26
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	33	57		91	91
Exceeds	20	20		27	27
Number of students tested	15	14	9	11	11
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: Spring/2002-2009

Grade: 3 Test: CRCT
Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	99	92	94	92	97
Exceeds	38	47	46	31	59
Number of students tested	87	76	71	64	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	98	84	96	90	92
Exceeds	37	35	39	30	50
Number of students tested	38	37	28	30	26
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	94	57		91	90
Exceeds	27	7		27	45
Number of students tested	15	14	9	11	11
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: Spring/2002-2009

Grade: 4 Test: CRCT
Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	88	91	88	93	80
Exceeds	34	51	29	14	11
Number of students tested	79	67	69	80	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	85	82	83	88	64
Exceeds	24	27	30	6	3
Number of students tested	38	22	30	33	36
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	66		64		
Exceeds	8		9		
Number of students tested	12	2	11	8	7
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: Spring/2002-2009

Grade: 4 Test: CRCT
Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	92	99	95	94	98
Exceeds	35	54	41	48	38
Number of students tested	79	67	69	80	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	87	95	90	88	97
Exceeds	24	36	27	27	19
Number of students tested	38	22	30	33	36
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds	75		91		
Exceeds	8		18		
Number of students tested	12	2	11	8	7
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: CRCT

Edition/Publication Year: Spring/2002-2009

Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month					
SCHOOL SCORES					
Meets/Exceeds	99	93	98	99	94
Exceeds	47	45	39	28	16
Number of students tested	66	69	83	82	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	100	85	100	98	100
Exceeds	45	39	23	20	18
Number of students tested	29	28	30	45	22
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds		58			
Exceeds		8			
Number of students tested	2	12	8	4	6
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes:

Please note that SWD years 2009, 2007, 2006, and 2005 the number of students tested is less than 10. Therefore reporting is unavailable.

Subject: Reading
Edition/Publication Year: Spring/2002-2009

Grade: 5 Test: CRCT
Publisher: GADOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds	100	100	96	86	97
Exceeds	30	25	35	21	41
Number of students tested	66	69	83	82	68
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets/Exceeds	100	100	97	75	96
Exceeds	28	21	27		
Number of students tested	29	28	30	45	22
2. African American Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets/Exceeds		100			
Exceeds					
Number of students tested	2	12	8	4	6
5. Limited English Proficient Students					
Meets/Exceeds					
Exceeds					
Number of students tested					
6. Largest Other Subgroup					
Meets/Exceeds					
Exceeds					
Number of students tested					

Notes: