Introduction

Johnson County Elementary School has operated a schoolwide project since the 1996–97 school year. JCES became a Distinguished Title I School in 2007 based on making AYP and maintained that status every year until 2012 when ESEA Flexibility waiver was enacted. Currently, the school is in good standing based on the ESEA Flexibility waiver guidelines. Since the first year of implementation, many changes have occurred in the instructional program, although Title I funds continue to be used for much the same purpose as the initial year of implementation. Title I funds will continue to be used to primarily pay the salaries of teachers who will assist in reducing class sizes in the overall instructional program. When mentioning the programs that are involved in the school wide plan, it is important to mention the heavy influence of Reading First for the past 8 years. It was major factor in influencing best practices for instruction. The structured approach provided a foundation for a data-driven instructional approach. The additional programs that are involved in the schoolwide plan for Johnson County Elementary School are:

- Best practices from previous Reading First implementation
- 2 - Instructional Coaches (K – 8)
- 21st Century After School program
- IDEA
- Family Connections
- Safe Schools Healthy Students
• Bright From the Start Pre-K program

• Student Incentives & Celebrations (25 Books – Principal’s Reading Club, Caught Being Good character ed program, Principal’s List & Honor Roll luncheon, & Most Improved reception)

Johnson County Elementary School will continue to provide individual student academic results to the parents, including an interpretation of those results, as required by No Child Left Behind.

The following is a description of how each School Wide Project (SWP) component is being implemented at Johnson County Elementary School:

Needs Assessment

The needs assessment process has been based on benchmark tests administered on a regular basis throughout the year. One of the major components of the needs assessment previously involved the efforts necessary in the Reading First Initiative. The school had previously implemented a Reading First grant. The best practices with assessment are maintained to guide instruction. The needs assessment process also include the Online Assessment System used to benchmark progress three times per year. In addition, parent surveys are completed every year. The school uses data from ewalks, awareness/ focus walks, and other formative / summative assessments to drive decisions. This school year begins the use of the state’s Longitudinal Data System to help determine
student needs. The summary of all the information clearly indicates the need for focus on standards based instructional strategies using Title 1 funds in the schoolwide project plan.

School wide Reform Strategies

Johnson County Elementary School is engaged in several reform initiatives at the present time. Grades K-3 teachers previously implemented the practices of the Reading First initiative. Now the positions of a K-8 Instructional Coaches strengthen instruction across the elementary and middle schools with a focus of supporting the elementary to middle school transition with emphasis on literacy, mathematics, technology, and the new state standards for next year, Common Core Georgia Performance Standards (CCGPS). Title 1 funds are continuing to assist in all efforts to improve instruction by lowering the pupil teacher ratio in classrooms through the continued implementation of a schoolwide project plan. Teachers are actively involved in the sustaining and increasing standards based classroom. The Instructional Coach and Academic Coach use the “coaching cycle” to guide teachers in the classroom with day-to-day coaching to implement the standards based classroom expectations. The job embedded professional learning is based on awareness walks, ewalks, and other informal observations. The coaching cycle includes practice, explicit teaching, model, facilitate learning and planning, observe and provide feedback, and monitoring impact on student learning. Additionally, IDEA funds were used to provide supplemental Special Education segments as the school moved deeper into the use of co-teaching in the classrooms with the inclusion in all grade levels in reading and mathematics. With this, all Special Education teachers have been retrained in
developing Individualized Education Programs (IEPs) based on the integration of the Georgia Performance Standards. The school improvement place is used to update the directions of the Special Education programs. The Family Connections program aligned with the Safe Schools Healthy Students initiatives works internally and in the community providing healthy childhood development workshops and projects. This initiative strengthens with support in school with components such as a one on one and small group counseling with a mental health counselor. As well, the program supports home school connections with home visits and parenting workshops (The F.A.S.T. program). These initiatives all blend together to provide teachers with support, professional learning and materials to allow them to provide more effective instruction to their students.

Instruction by Highly Qualified Teachers

Johnson County Elementary School administration works closely with central office personnel to ensure that all staff members are highly qualified. At the time of this report, 100% are highly qualified (HQ). Furthermore, system policies and procedures for hiring HQ staff are followed by the administration at JCES and are in line with the Equity plan.

Professional Development

The reform initiatives described above require intensive professional development for successful implementation. Administrators, the instructional support staff, and teachers participate in training designed to increase instructional effectiveness.
Professional learning community book studies and assignments also serve to increase knowledge of all involved. While the school leadership has completed the Georgia Leadership Institute of School Improvement (GLISI), they lead the School Change Team (reformulated from having a Design and a separate Leadership team) in developing SMART goals. Further, the teachers are also currently involved in ongoing rigorous training. Teachers, based on the previously mentioned coaching cycle teachers, at least one day a week, are dedicated to job embedded professional development based on standards based classroom instruction framed by data (formative / summative assessment results, DIBELS, phonics inventories, focused walks, peer observations, and other informal observations) during their collaboration. Much of the support for literacy is provided by an instructional coach also sharing duties as the 21st Century program director. The Instructional Coaches also leads the paraprofessionals with much of their reading skills in addition to targeting reading in grades K – 8th. The 21st Century program also provides professional learning for teachers and paraprofessionals. Another of the Instructional Coach gives support in mathematics and science for grades K – 5th and all subject areas transitioning into the middle school. The Academic Coach works with math instruction and assists teachers in making decisions about differentiation based on benchmark testing and formative assessment data. The Instructional Coaches help connect the professional learning efforts in the elementary and Johnson County Middle School. The influence and collaboration in both schools helps to eliminate any achievement gaps. The additional professional learning meetings are led by the school’s administrators (administrative team focused on Leader Keys implementation, SMART goals, academic and community based committees, curriculum development, etc.) With
this support, the teachers have been able to better implement the components of a standards based classroom. The teachers also have a focus on Active Literacy and English Learner (EL) endorsements. Professional collaboration and training also occurs to increase the level of implementation of the co-teaching classrooms. This year has also marked the implementation of the Common Core Georgia Performance Standards. The initial movement has started with participation in state webinars and with conference sessions. There is a strong correlation between the training received and the progress of the JCES.

**Strategies to Attract High Quality Teachers**

Administrators at JCES work hard to hire the highest quality staff members possible. In addition to all of the system wide procedures in place to recruit teachers, much effort is made to find the most qualified teachers possible. All staff members are encouraged to inform administration about prospective teachers they know who are finishing college and colleagues who may be relocating and looking for employment. A team of administrators, teachers, and classified staff conducts the interview process which involves a set of questions and a writing / reflection activity for the prospective employee.

**Strategies to Increase Parental Involvement**

JCES provides many opportunities for parental involvement and interaction. Open house and parent orientation workshops are held at the beginning of each school year. Home-school communication is greatly supported by the school providing each
student with his/her own agenda book requiring teacher and parent signatures (Grades 3rd – 5th; primary grades have “take home” folders provided by the school). Parents are encouraged to visit at any time, but specific scheduled visits are planned at each grade level, such as Daddy’s Day, and Grandparents’ Day. JCES is aligned with Safe Schools / Healthy Schools (SSHS) with the PTO to provide parent workshops based on parent interest. Newsletters are sent home monthly along with a monthly school calendar. The JCES school council is a very active component of parental involvement allowing a core group of elected parents to give preliminary input on all major school issues. Parent conference days are planned during early release days throughout the year to give parents an opportunity to conference with teachers, and teachers are available each day during their planning periods to meet with parents at the request of either the parents or the teacher. JCES also uses N-Tech, LLC notification technology, to call each family’s home for special meetings and events. The school also updates the school’s website with monthly updates to share home-school communications and publishes articles regularly in local papers in an effort to keep parents informed.

**Preschool Transition**

PreK transition to kindergarten at JCES is very smooth since the Johnson County PreK Program is housed in the building. Teachers take PreK students to kindergarten to visit at the end of each year. Opportunities are provided for parents of PreK students to learn about kindergarten procedures, registration, etc. during the PreK year. HeadStart students are also given the same opportunity to visit. School personnel work closely with HeadStart personnel to ensure a smooth transition. JCES preschool special education
teachers work cooperatively with HeadStart to provide services to their students who qualify for services.

Including Teachers In Assessment Decisions

Teachers are involved daily in assessment decisions involving instruction. All teachers continue to be trained, facilitate, and monitor the impact the practice of using formative assessment to create flexible instructional groups followed by summative assessments. New teachers participate in new teacher training with sessions on using data to drive instruction supporting how instructional decisions are made for the classroom.

Curriculum maps continuously evolve based on state standards / frameworks and are revised as necessary. They are designed based on the skills being assessed. The varied assessments help the teachers decide exactly what skill needs to be evident to align with meeting the expectations of the Georgia Performance Standards (beginning focus on the Common Core Georgia Performance Standards). DIBELS, other reading tests, quarterly administration of OAS (in grades 1st – 5th: mathematics, reading / ELA, in grades 3rd – 5th: science and social studies), and pretest, mid year, and posttest are given periodically to check student progress. Teachers set individual and classroom goals to work on specific weaknesses based on test results. At-Risk data is used to form interventions followed up by progress monitoring to make next steps decisions. It is also the basis for CRCT remediation needs.

Activities for Additional Assistance
This component of the schoolwide plan is greatly aligned to the instructional plan at JCES. The best practices that remain in place from Reading First are based upon the concept of constant assessment and remediation of specific skills needed to make progress. On-going progress monitoring and intervention are therefore an integral parts of language arts instruction at JCES. Even though 4\textsuperscript{th} and 5\textsuperscript{th} grades were not officially involved in Reading First, the same principles are being applied in these grades as well. With the former Literacy Coach becoming one of the K-8\textsuperscript{th} Instructional Coach, the habits have additional teacher support across the K - 8th grade span. The “best practices” shared are also the expectation in our mathematics program (flexible interventions for “At-Risk” students based on progress monitoring) continue in science and social studies. Students in 3\textsuperscript{rd} and 5\textsuperscript{th} grades are also provided with CRCT / CRCT-M remediation as needed for retesting.

\textbf{Coordination with Other Programs}

All programs being implemented at Johnson County Elementary School are fully integrated with each other. JCES also works closely with the Family Connections program housed in our building. The program Olewus anti bullying programs continues to support the students. The Family Connections program also secured a Safe Schools Healthy Schools grant. The grant provides more support personnel for our students (i.e. Parent Workers, Mental Health Therapist, and Wellness Coordinator). Support is also aligned with the Golden Harvest food bank. Weekend meals are provided to students in transitional living situations. 21\textsuperscript{st} Century grant provides an after school program, as well
as daily progress monitoring, provides additional academic support with academic interventions and enhancement activities.

School nutrition is an integral part of Johnson County Elementary. Students are provided daily breakfast and lunch choices. A summer program operates to provide lunches and snacks to students enrolled in summer instructional services and those who are not. The school has participated in the Feed-A-Kid program since 2005.