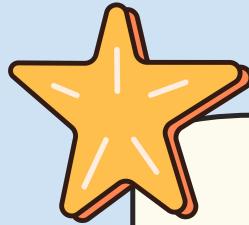


# J.G. Johnson Elementary School



**School Board Presentation  
January 15, 2026**



# Star Rating



J.G. Johnson  
Elementary School  
is currently a  
2- Star school.



# Goal Alignment

## School Goal:

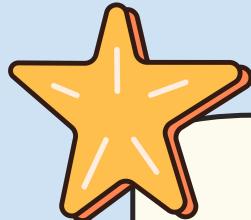
We will consistently increase student achievement on local, state, and national assessments.

## District Goal:

Creating and sustaining an instructional framework and common language to ensure essential content standards drive instruction.

and

Recruiting, selecting, inducting, supporting, evaluating, and developing staff.



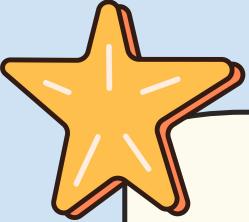
# **How did we determine a need for this goal?**

## **Historical School Achievement Data**

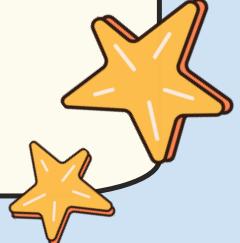


# J.G. Historical Star Rating Data

			17/18	18/19	19/20	20/21	21/22	22/23	23/24
Category	Measure	Total	Points	Points	Points	Points	Points	Points	Points
Academic Achievement	Proficiency	20	1	1	COVID YEAR-- NO DATA				
	RBG3	5	2	1					
Student Growth	Math MGP	10	3	6					
	ELA MGP	10	2	4					
	Math AGP	7.5	0.5	2.5					
	ELA AGP	7.5	0.5	1					
	WIDA Proficiency	WIDA AGP	10	3	3				
Closing Opportunity Gaps	NP Math met Growth Target	10	1	4					
	NP ELA met Growth Target	10	1	1					
Student Engagement	Chronic Absenteeism & Reduction Bonus	10	1	3.5 +1					
		<b>TOTAL</b>	<b>15</b>	<b>28</b>	<b>N/A</b>	<b>N/A</b>	<b>14</b>	<b>18</b>	<b>12</b>
		<b>STAR RATING</b>							



# **What have we implemented to create the change?**



# JG Johnson Model Of Instruction

Developed and implemented a Model of Instruction.

Should See or Hear Daily	Might See or Hear	Should NEVER See or Hear
<p><b><u>Feedback:</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Teacher and students interact with the posted student-friendly objectives</li><li><input type="checkbox"/> Conducting formative assessments</li><li><input type="checkbox"/> Providing timely and specific feedback to students</li></ul> <p><b><u>Content (Teaching &amp; Learning):</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Lesson Plans align with standards and are followed</li><li><input type="checkbox"/> Teaching within grade level is aligned</li><li><input type="checkbox"/> Utilize district-purchased curriculum resources</li><li><input type="checkbox"/> Prepared and organized teaching</li><li><input type="checkbox"/> Gradual Release of Responsibility Model</li><li><input type="checkbox"/> Small Grouping</li><li><input type="checkbox"/> Students organized to collaborate</li><li><input type="checkbox"/> Differentiation</li><li><input type="checkbox"/> Scaffolding within Tier I</li><li><input type="checkbox"/> Academic Vocabulary</li><li><input type="checkbox"/> Standards-aligned instruction</li><li><input type="checkbox"/> Grade-level rigor/productive struggle</li></ul> <p><b><u>Context (Classroom Environment):</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Clear and consistent expectations, procedures, and routines</li><li><input type="checkbox"/> Safe, supportive, and positive environment</li><li><input type="checkbox"/> Celebrations</li><li><input type="checkbox"/> Joy &amp; excitement for learning and teaching</li><li><input type="checkbox"/> Teacher is actively engaging with students</li><li><input type="checkbox"/> Students are actively engaging in learning</li></ul> <p><b><u>Feedback:</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Summative assessments</li><li><input type="checkbox"/> Goal setting</li><li><input type="checkbox"/> Progress monitoring</li></ul> <p><b><u>Content (Teaching &amp; Learning):</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Reteaching</li><li><input type="checkbox"/> Extension</li><li><input type="checkbox"/> Explicit whole-group instruction/modeling</li></ul> <p><b><u>Context (Classroom Environment):</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Co-teaching</li><li><input type="checkbox"/> Teaching/reteaching routines &amp; procedures</li></ul> <p><b><u>Feedback:</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Assessing only one day a week</li><li><input type="checkbox"/> Putting all grades in right before they are due</li></ul> <p><b><u>Content (Teaching &amp; Learning):</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Lowering expectations</li><li><input type="checkbox"/> Saying, "They can't do it."</li><li><input type="checkbox"/> Busy work</li><li><input type="checkbox"/> Teacher-centered teaching</li><li><input type="checkbox"/> Over-using technology</li></ul> <p><b><u>Context (Classroom Environment):</u></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Allowing disruptive and disrespectful student/adult behavior</li><li><input type="checkbox"/> Expressing frustration/anger through shouting, yelling, or verbal negativity</li><li><input type="checkbox"/> Students not engaged</li><li><input type="checkbox"/> Teacher not engaged</li><li><input type="checkbox"/> Talking negatively about students or staff in front of them or their peers.</li><li><input type="checkbox"/> Celebrating student discipline/susensions</li></ul>		

Implemented  
Instructional  
 Rounds so  
teachers can  
 observe  
 effective  
 practices within  
 our classrooms.

J.G. JOHNSON ELEMENTARY  
*Instructional Rounds*

Teacher Observed: \_\_\_\_\_ Date: \_\_\_\_\_ Subject Observed: \_\_\_\_\_  
 Observer Name: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

**Norms:** Assume positive intentions. Be objective and write and speak about factual information. Focus on instruction. Maintain confidentiality.

	Observed?	What did you...
I Do It (Teacher models alone)	<input type="checkbox"/> YES <input type="checkbox"/> NO	See: Hear: Notice:
We Do It Together (Teacher does it with student help)	<input type="checkbox"/> YES <input type="checkbox"/> NO	See: Hear: Notice:
You Do It Together (Students work together)	<input type="checkbox"/> YES <input type="checkbox"/> NO	See: Hear: Notice:
You Do It Alone (Students do it by themselves)	<input type="checkbox"/> YES <input type="checkbox"/> NO	See: Hear: Notice:

Nov 6th Instructional Rounds

Time	Who will be observing?	Where?
9:25-10:50	Specialists	Deonte King (Rm 7)
9:50-10:35	Kinder	Stevey Hyatt (Rm 3)
10:40-11:25	1st	Amber White (Rm 5)
11:35-12:20	2nd	Sam Zam (Mod 1)
12:55-1:35	3rd	Sylvia Jernigan (Mod 4)
1:45-2:25	4th	Vander Wal (Rm 29)
2:35-3:20	5th	Brinkley (Rm 22)

**Instructional Rounds**

ObServer \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

Refrain from conversations with other observers. Refrain from interrupting the lesson.  
 Collect factual information. Only share observations with the team during the debrief.

Formative Assessment		
Collaborative Discourse		
What did I observe that reaffirms something I do in my own practice?	What do I observe that I would like to know more about?	What do I observe that I would like to add to my own practice?

## J.G. Johnson Elementary

District-Wide Walkthrough Form

Teacher: \_\_\_\_\_  
Observer: \_\_\_\_\_  
Grade/Subject: \_\_\_\_\_

Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Focus: Essential Standards & Data

Board Goals	Y/N	Notes
Instruction aligns to essential standards	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Teacher uses formative assessment	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Mastery/Connect data used/referenced	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Students know learning goals (essential standards)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Students on task?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Students are actively engaged in learning activities	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

What went well?	Suggestions/Questions

Implemented walkthroughs and celebrations connected to our model of instruction and school/district initiatives.

### JG Johnson Model Of Instruction

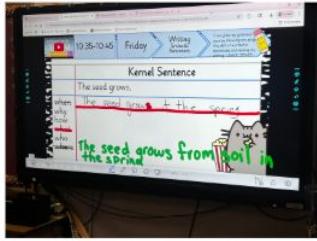
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<b>SLG School Focus:</b> Organizing Students to Interact & Scaffolding	<b>Feedback:</b>	
<b>SLG Teacher Focus:</b>		

## A Little Dose of Instructional AWESOMENESS!

Imagine a classroom of 3rd graders being excited about writing. Imagine many of those students asking their teacher if they can write more than one sentence or challenging themselves to fill the entire whiteboard.

Well, you don't have to imagine because this is the reality in Mrs. Vander Wal's class! Her students love Kernel Sentences so much and were doing an incredible job.

The excitement that Mrs. Vander Wal exuded was palpable and it was the reason that the students were so excited to write. Great Job, and thank you for all you do for your students!



## A Little Dose of Instructional AWESOMENESS!

Some might imagine that PE is a breeze and an easy job. However, anyone who has seen Ms. Lang in action knows that what appears to be easy actually takes a great deal of planning and preparation to function smoothly.

Ms. Lang is consistently assessing students and gathering data about their physical fitness. She keeps very accurate records and helps students to set goals for themselves.

Not only is she great at gathering data, but she gets students excited about the standards that she is teaching. We are blessed to have her on our staff and supporting the physical fitness of our students!



## A Little Dose of Instructional AWESOMENESS!

Anchor charts are sometimes so underused, but I was observing in Ms. Hargis's room and saw her reference a previously created anchor chart.

Nice job ensuring students are making connections and can visually see reminders!



## A Little Dose of Instructional AWESOMENESS!

3rd grade has consistently had their lesson plans done each week through the school year.

Most recently, they have added Kernel Sentences as part of their daily routine. The students love it and are excited about writing.

Way to go 3rd grade! Planning for instruction is key to ensuring that teaching practices are effective and well-thought-out.



## A Little Dose of Instructional AWESOMENESS!

Ms. Goodman has taken the WIN Time fidelity log and adjusted it to be digital and to have drop-down menus for added simplicity.

We will officially send it out very soon, so keep an eye out for it!



## A Little Dose of Instructional AWESOMENESS!

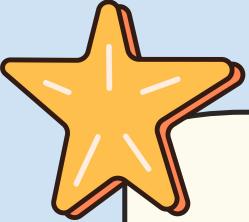
Brain Breaks don't always have to be digital. In fact, sometimes the visual stimulation can cause students to become over-stimulated.

Ms. Hadduck has a great brain break strategy where she has students "write the room."

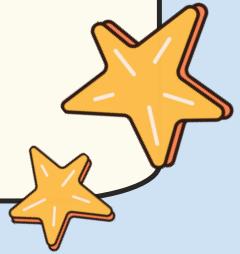
Basically, students walk around the room with their whiteboards and try to write down as many words as they could find around the room. They then try to read them to her!



Such a simple task, and the students thought it was the best game ever!



# **What is our data showing now?**



			17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Category	Measure	Total	Points	Points	Points	Points	Points	Points	Points	Points
Academic Achievement	Proficiency	20	1	1	COVID YEAR-- NO DATA	COVID YEAR-- NO DATA	1	1	1	1
	RBG3	5	2	1			2	2	2	1
Student Growth	Math MGP	10	3	6	COVID YEAR-- NO DATA	COVID YEAR-- NO DATA	2	1	1	4
	ELA MGP	10	2	4			1	1	1	4
	Math AGP	7.5	0.5	2.5			1.5	1.5	0.5	0.5
	ELA AGP	7.5	0.5	1			0.5	1	0.5	2
	WIDA Proficiency	WIDA AGP	10	3			1	1	1	7
Closing Opportunity Gaps	NP Math met Growth Target	10	1	4			3	1	1	1
	NP ELA met Growth Target	10	1	1			2	1	1	5
Student Engagement	Chronic Absenteeism & Reduction Bonus	10	1	3.5 +1			0	7 +1	3	7
		<b>TOTAL</b>	<b>15</b>	<b>28</b>	<b>N/A</b>	<b>N/A</b>	<b>14</b>	<b>18</b>	<b>12</b>	<b>32.5</b>
		<b>STAR RATING</b>	<b>★</b>	<b>★★★</b>			<b>★</b>	<b>★</b>	<b>★</b>	<b>★★★</b>



# What now?

# High Reliability Schools

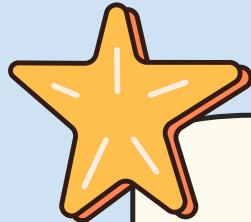
5 Competency-Based Education

4 Standards-Referenced Reporting

3 Guaranteed and Viable Curriculum

2 Effective Teaching in Every Classroom

1 Safe, Supportive, and Collaborative Culture



# So What's It Going To

1. Adhering to our Model of Instruction **Take?**
2. Ensuring there is effective teaching in every classroom... every day... no exceptions.
3. Teach the grade level standards and scaffold up. Do not lower the expectations.
4. Cultivate a culture of growth for your students and ourselves.
5. Use data from formative assessments to guide your instruction.

