

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	COVID YEAR-- NO DATA	1	1	1
	RBG3	5	2	1			2	2	2
Student Growth	Math MGP	10	3	6			2	1	1
	ELA MGP	10	2	4			1	1	1
	Math AGP	7.5	0.5	2.5			1.5	1.5	0.5
	ELA AGP	7.5	0.5	1			0.5	1	0.5
WIDA Proficiency	WIDA AGP	10	3	3			1	1	1
Closing Opportunity Gaps	NP Math met Growth Target	10	1	4			3	1	1
	NP ELA met Growth Target	10	1	1			2	1	1
Student Engagement	Chronic Absenteeism & Reduction Bonus	10	1	3.5 +1			0	7 +1	3
		TOTAL	15	28	N/A	N/A	14	18	12
		STAR RATING	★	★★			★	★	★



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



JG Johnson Model Of Instruction

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

Developed and implemented a Model of Instruction.

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:

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?

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)

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	
MasteryConnect 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.

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SLG School Focus:
Organizing Students to Interact & Scaffolding

SLG Teacher Focus:

Feedback:



**What is our data showing
now?**



			17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
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Student Engagement	Chronic Absenteeism & Reduction Bonus	10	1	3.5 +1			0	7 +1	3	7
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		STAR RATING	★	★★			★	★	★	★★



What now?



High Reliability Schools





So What's It Going To

Take?

1. Adhering to our Model of Instruction.
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.

