



# Comprehensive Needs Assessment 2018 - 2019 School Report



**Hall County  
Johnson High School**

# 1. PLANNING AND PREPARATION

## 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

### Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Stan Lewis
Team Member # 2	Assistant Principal	Cathryn Sawyer
Team Member # 3	CTAE Department Chair	Cree Aiken
Team Member # 4	ELL and ELA Department Chair	Jennifer Anderson
Team Member # 5	Self-contained teacher	Kelsey Bennett
Team Member # 6	Graduation Coach	Carey Crawford
Team Member # 7	Special Education Department Chair	Richard Howard

### Additional Leadership Team

	Position/Role	Name
Team Member # 1	Math Department Chair	Alex Starke
Team Member # 2	Science Department Chair	Vaughn Tomlinson
Team Member # 3	Social Studies Department Chair	Frank Zamora
Team Member # 4	Instructional Coach	Tana Haynes
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

# 1. PLANNING AND PREPARATION

## 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

**Stakeholders**

	Position/Role	Name
Stakeholder # 1	Parent	Juana Gallardo
Stakeholder # 2	Parent	Juana Cerda
Stakeholder # 3	Pioneer RESA	Holly Mauney
Stakeholder # 4	Hall County Assistant Director Title I	Heather Barrett
Stakeholder # 5	Parent Liaison	Patricia Zamoja
Stakeholder # 6	Business	Sony Roshan
Stakeholder # 7	Assistant Principal	Jonathan Edwards
Stakeholder # 8	Community Member	Johnny Johnson

<p><b>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</b></p>	<p>Johnson High School involved all of its teachers, paraprofessionals, classified staff, and school leaders in this process. In addition, JHS parents, Pioneer RESA representatives, Assistant Director for Title I, and community partners were contributing members of the comprehensive needs assessment and school improvement plan process. The CNA and SIP plan evolved from many meetings and analysis of gathered federal, state, and local data. The stakeholders carefully reviewed achievement data that included analysis from all subgroup populations such as EL, Migrant, Racial Groups, Economically Disadvantaged and Students with Disabilities. The stakeholders also reviewed perception data from surveys, demographic data and process data. All stakeholders were surveyed often and had multiple opportunities (monthly parent meetings; monthly school council meetings; monthly faculty meetings; monthly school leadership meetings; quarter student council meetings) to provide input. All stakeholders were involved in the school GSAP process and the review of results.</p> <p>All teachers were asked to contribute work/artifacts/proof of any of the five systems around which the plan revolves. The leadership team selected committee leads and then the committee leads selected staff and community members that represent all areas of our school. These groups analyzed the collected artifacts and data for one of the systems and rated our school based on the rubrics provided. From this work the committees presented reports to the entire faculty on the root cause analysis to determine what we do well, what we need to do to improve and what action steps they recommended. The leadership team then prioritized the recommendations and created further steps in the plan. During the Parent Input meeting, attendees were able to address the top priorities and offer additional suggestions. All of this is posted and accessible to all stakeholders on a Canvas site.</p>
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How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?

Johnson's complete CNA and SIP will be posted on the school's website for access to all stakeholders. The CNA and SIP will also be accessible to the LEA via the SLDS platform.

## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

Curriculum Standard 1 - Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
<b>1. Exemplary</b>	A systematic, collaborative process is used proactively for curriculum planning.	
	Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
<b>2. Operational</b>	A systematic, collaborative process is used regularly for curriculum planning.	✓
	Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
<b>3. Emerging</b>	A collaborative process is used occasionally for curriculum planning.	
	Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
<b>4. Not Evident</b>	A collaborative process is rarely, if ever, used for curriculum planning.	
	Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Curriculum Standard 2 - Designs curriculum documents and aligns resources with the intended rigor of the required standards		
<b>1. Exemplary</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.	
	These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
<b>2. Operational</b>	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.	✓
	These curriculum documents and resources guide the work of teachers and instructional support staff.	
<b>3. Emerging</b>	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	
<b>4. Not Evident</b>	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Coherent Instruction Data

Instruction Standard 1 - Provides a supportive and well - /bmanaged environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 - Creates an academically challenging learning environment		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 - Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
<b>1. Exemplary</b>	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	✓
<b>2. Operational</b>	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.  Learning targets are evident throughout the lesson and in student work.	
<b>3. Emerging</b>	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
<b>4. Not Evident</b>	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 - Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 - Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).  Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.  Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 - Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
4. Not Evident	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 - Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.  Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	✓
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 - Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	



Coherent Instruction Data

Instruction Standard 9 - Provides timely, systematic, data-driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs.  Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 - Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 - Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes.  The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	✓
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 - Implements a process to collaboratively analyze assessment results to adjust instruction		
<b>1. Exemplary</b>	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
<b>2. Operational</b>	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	✓
<b>3. Emerging</b>	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
<b>4. Not Evident</b>	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 - Implements grading practices that provide an accurate indication of student progress on the required standards		
<b>1. Exemplary</b>	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
<b>2. Operational</b>	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
<b>3. Emerging</b>	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
<b>4. Not Evident</b>	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

Leadership Standard 1 - Builds and sustains relationships to foster the success of students and staff		
<b>1. Exemplary</b>	Administrators consistently build and sustain relationships to foster the success of students and staff.  The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
<b>2. Operational</b>	Administrators regularly build and sustain relationships to foster the success of students and staff.	
<b>3. Emerging</b>	Administrators sometimes build relationships to foster the success of students and staff.	
<b>4. Not Evident</b>	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 - Initiates and manages change to improve staff performance and student learning		
<b>1. Exemplary</b>	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning.  Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
<b>2. Operational</b>	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning.  The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
<b>3. Emerging</b>	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
<b>4. Not Evident</b>	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 - Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 - Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 - Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 - Establishes and supports a data-driven school leadership team that is focused on student learning		
<b>1. Exemplary</b>	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	✓
<b>2. Operational</b>	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	
<b>3. Emerging</b>	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
<b>4. Not Evident</b>	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

Leadership Standard 7 - Monitors and evaluates the performance of teachers and other staff using multiple data sources		
<b>1. Exemplary</b>	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	✓
<b>2. Operational</b>	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	
<b>3. Emerging</b>	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
<b>4. Not Evident</b>	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 - Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 - Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 - Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
<b>1. Exemplary</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	✓
<b>2. Operational</b>	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
<b>3. Emerging</b>	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
<b>4. Not Evident</b>	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Planning and Organization Standard 3 - Monitors implementation of the school improvement plan and makes adjustments as needed		
<b>1. Exemplary</b>	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	✓
<b>2. Operational</b>	<p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
<b>3. Emerging</b>	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
<b>4. Not Evident</b>	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Effective Leadership Data

Planning and Organization Standard 4 - Monitors the use of available resources to support continuous improvement		
<b>1. Exemplary</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.  School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
<b>2. Operational</b>	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
<b>3. Emerging</b>	The use of available resources to support continuous improvement is inconsistently monitored.	
<b>4. Not Evident</b>	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 - Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
<b>1. Exemplary</b>	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.  These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	✓
<b>2. Operational</b>	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.  These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	
<b>3. Emerging</b>	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
<b>4. Not Evident</b>	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.  In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	



## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

<b>Leadership Standard 5 - Builds leadership capacity through shared decision-making and problem-solving</b>		
<b>1. Exemplary</b>	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.  Administrators collaborate consistently with staff members to gather input.	
<b>2. Operational</b>	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
<b>3. Emerging</b>	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
<b>4. Not Evident</b>	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

<b>Professional Learning Standard 1 - Aligns professional learning with needs identified through analysis of a variety of data</b>		
<b>1. Exemplary</b>	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).  Ongoing support is provided through differentiated professional learning.	
<b>2. Operational</b>	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
<b>3. Emerging</b>	Professional learning needs are identified using limited sources of data.	
<b>4. Not Evident</b>	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 - Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).  Teachers conduct action research and assume ownership of professional learning processes.	✓
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 - Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	✓
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 - Uses multiple professional learning designs to support the various learning needs of the staff		
<b>1. Exemplary</b>	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
<b>2. Operational</b>	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
<b>3. Emerging</b>	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	✓
<b>4. Not Evident</b>	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 - Allocates resources and establishes systems to support and sustain effective professional learning		
<b>1. Exemplary</b>	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
<b>2. Operational</b>	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
<b>3. Emerging</b>	Some resources and systems are allocated to support and sustain professional learning.	
<b>4. Not Evident</b>	Few, if any, resources and systems are provided to support and sustain professional learning.	

## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

Family and Community Engagement Standard 1 - Creates an environment that welcomes, encourages, and connects family and community members to the school		
<b>1. Exemplary</b>	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school.  Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
<b>2. Operational</b>	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
<b>3. Emerging</b>	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
<b>4. Not Evident</b>	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 - Establishes structures that promote clear and open communication between the school and stakeholders		
<b>1. Exemplary</b>	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.  Structures are continuously monitored for reliable and interactive communication.	✓
<b>2. Operational</b>	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
<b>3. Emerging</b>	Some structures that promote clear and open communication between the school and stakeholders exist.	
<b>4. Not Evident</b>	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 - Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
<b>1. Exemplary</b>	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
<b>2. Operational</b>	<p>Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.</p>	✓
<b>3. Emerging</b>	<p>Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.</p>	
<b>4. Not Evident</b>	<p>Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.</p>	

Family and Community Engagement Standard 4 - Communicates academic expectations and current student achievement status to families		
<b>1. Exemplary</b>	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
<b>2. Operational</b>	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
<b>3. Emerging</b>	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
<b>4. Not Evident</b>	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

## Family and Community Engagement Data

Family and Community Engagement Standard 5 - Develops the capacity of families to use support strategies at home that will enhance academic achievement		
<b>1. Exemplary</b>	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>2. Operational</b>	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
<b>3. Emerging</b>	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
<b>4. Not Evident</b>	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 - Connects families with agencies and resources in the community to meet the needs of students		
<b>1. Exemplary</b>	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
<b>2. Operational</b>	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
<b>3. Emerging</b>	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
<b>4. Not Evident</b>	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

Instruction Standard 1 - Provides a supportive and well-managed environment conducive to learning		
<b>1. Exemplary</b>	A supportive and well-managed environment conducive to learning is evident throughout the school.  Students consistently stay on-task and take responsibility for their own actions.	✓
<b>2. Operational</b>	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
<b>3. Emerging</b>	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
<b>4. Not Evident</b>	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 - Creates an academically challenging learning environment		
<b>1. Exemplary</b>	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).  Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
<b>2. Operational</b>	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
<b>3. Emerging</b>	Some teachers create an academically challenging learning environment.	
<b>4. Not Evident</b>	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 8 - Establishes a learning environment that empowers students to actively monitor their own progress		
<b>1. Exemplary</b>	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.  Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
<b>2. Operational</b>	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	✓
<b>3. Emerging</b>	Some students use tools to actively monitor their own progress.	
<b>4. Not Evident</b>	Few, if any, students use tools to actively monitor their own progress.	

Supportive Learning Environment Data

School Culture Standard 1 - Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
<b>1. Exemplary</b>	<p>Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school.</p> <p>These rules, practices, and procedures are continually monitored and revised as needed.</p>	✓
<b>2. Operational</b>	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
<b>3. Emerging</b>	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
<b>4. Not Evident</b>	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	
School Culture Standard 2 - Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
<b>1. Exemplary</b>	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	✓
<b>2. Operational</b>	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>3. Emerging</b>	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
<b>4. Not Evident</b>	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	



Supportive Learning Environment Data

School Culture Standard 3 - Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.  The school culture supports addressing individual achievement needs and strengths to prepare students for success.	✓
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

School Culture Standard 4 - Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	✓
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 - Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.  The celebrations are publicized within the school and to the community and support the culture of the school.	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

<b>Planning and Organization Standard 1 - Shares a common vision and mission that define the school culture and guide the continuous improvement process</b>		
<b>1. Exemplary</b>	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	<p>✓</p>
<b>2. Operational</b>	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
<b>3. Emerging</b>	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
<b>4. Not Evident</b>	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

<p><b>What perception data did you use?</b></p>	<p>The following perception data sources were used to access the needs for Johnson High School: Teacher surveys, parent input surveys, parent input from meetings, student council input, and school council input.</p>
<p><b>What does the perception data tell you?</b></p>	<p>The perception data tells us that Johnson High School is exemplary in the area of coherent instructional systems; however, 72% of the teacher responses indicated a need for ways to use technology to enhance student learning. In the area of professional capacity, JHS was operational in all areas; however, 56% of the teacher responses indicated a need for strategies to monitor the results of professional learning. The survey results indicated that JHS is exemplary in all areas of effective leadership. While the survey showed exemplary results for family and community engagement, it indicated a 63% need to develop the capacity of families to use support strategies at home that will enhance academic achievement and an increased need to connect families with resources in the community. The supportive learning environment was rated highly; however, an emphasis was placed on establishing a learning environment that empowers students to actively monitor their own progress.</p>
<p><b>What process data did you use?</b></p>	<p>The following process data sources were used to assess the needs for Johnson High School: TKES and LKES data, School Improvement team agenda, school improvement plan, school short term action plan, GSAP report, PLC data forms filled out for each meeting found on Canvas and Google Docs, and Faculty meetings agenda and sign-in sheets.</p>
<p><b>What does your process data tell you?</b></p>	<p>The process data tells us that the strengths in student growth is high for the minority and sped population. Teachers show quality scores on their TKES evaluations. The professional learning communities (PLCs) are required for all staff members. The GSAPS review results demonstrate 23 exemplary ratings, 22 operational ratings, and 3 areas that are emerging. All of the data show growth in areas for the short term action plan (STAP) and school improvement plan (SIP). The GSAPS review team challenged the school to work on differentiated instruction using the new technology and to monitor the impact of the professional learning. The process data for JHS shows a need for increased training in differentiation and a need for technology training to increase differentiated instruction in the classroom. The data</p>

<p>What does your process data tell you?</p>	<p>demonstrates a need to increase teachers knowledge of online resources for students to help switch from textbooks to online accessible curriculum materials that are viewable by their collaborating colleagues, administrators, parents, and students. The process data demonstrates a need to increase the number of teacher leaders to lead the PLCs.</p>
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<p>What achievement data did you use?</p>	<p>The following achievement data were used to assess the needs for Johnson High School: TKES results, recent GSAPS review, EOC results, Graduation rates, PPPA results, data from GOSA, and CTAE Pathway Completer.</p>
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<p>What does your achievement data tell you?</p>	<p>The achievement data demonstrates that student growth is high however the student pass rate on EOC tests are low. JHS has a need for minority and bilingual teachers due to the increase in the minority population. The JHS economically disadvantaged population is increasing as well. The EOC data show that there is a need for decreased class size in English and science courses. The EOC science pass rate is 32% for Biology. The pass rate for the Environmental Science PPPA is less than 70%. The EOC English pass rate is 27% for Ninth Grade Literature. JHS has an increase in dual served students in special education and EL services. The achievement data shows a decrease in the achievement gap however there is still a need to increase the pass rates on EOC test for all students which includes special education, EL students, honors students and IB students. The achievement data shows an increase in CTAE pathway completers for JHS.</p>
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<p>What demographic data did you use?</p>	<p>The following demographic data used included: enrollment attendance, grade levels, race, ethnicity, gender, students with disabilities, English learners, economically disadvantaged, graduation rate, discipline, school climate rating, teacher professional capacity data.</p>
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<p>What does the demographic data tell you?</p>	<p>The demographic data demonstrate a 87.8% rate of teacher retention. At Johnson High School 67% of the faculty have a Masters Degree or higher. Johnson High School's climate rating for the past four years has been four. The graduation rate for JHS is 90%. The demographic data shows an increase in minority students, dual served students, and EL students. JHS has the highest population of students with disabilities in our district. The economically disadvantaged student population at JHS has increased by 5% in the past 2 years. The number of students receiving 10 days or fewer in discipline has increased by 20%. The JHS population is changing with an increase of dual enrollment students and students entering 9th grade with more than 6 Carnegie credits. JHS has an increase in non-English speaking students and an increase in McKenny Vento students.</p>
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What does the demographic data tell you?

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>In most classrooms the learning environment is structured by the five components of a lesson by Harvey Silver. Professional Learning Communities are established and teachers work collaboratively in each content area to plan and implement multiple means of representation, engagement, and expression to meet the learning needs of students. However, through teacher self-assessment and observation, more work is needed in the area of providing academically challenging, differentiated lessons where specific learning needs can be met and student progress monitored through formative and diagnostic measures.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>JHS ten years ago was on the brink of a failing school due to high discipline rates and low attendance rates. The new principal introduced the Knights Creed to the students which has drastically changed the culture of JHS. The rating for effective leadership was the highest of all the ratings. A common vision and mission has developed among the staff and students through the Knights Creed. The Knights Creed has 4 tenants which includes: be respectful, be honest, be personally responsible, and you are blessed with talent use it to make a positive difference.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>All staff including administrators, teachers, paraprofessionals, and classified staff participate in job embedded professional learning in Professional Learning Communities (PLCs), which includes multiple designs (e.g. collaborative lesson study, some analysis of student work, vertical alignment, curriculum development, some classroom observations, etc.) to support their various learning needs. However, there is not a process to monitor and evaluate the impact of professional learning for staff practices and student learning beyond follow-up with feedback and the opportunity for reflection.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Johnson High School has created an environment that welcomes and connects family and community members to our school. Each November our teachers cook dinner and host our Hispanic parents. Each Cinco de Mayo our Hispanic parents host our teachers with a home cooked native food meal and a Mariachi band. However, there is still a barrier that poses a struggle as many parents are unable to participate due to an array of events. The things that limit our parents include language barrier, the lack of technology, and strict work schedules of the blue collar parents impede second language parents to participate in their child's educational experience. The school needs systems to build family capacity to use support strategies at home that will enhance academic achievement. JHS has a need to increase parent awareness of community resources.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>A common vision called the Knights Creed was developed through a collaborative process and it defines the culture of the school and guides academic, athletic and co-curricular activities. School rules and procedures, published in the school agenda and school website, maintain an orderly learning environment and are consistently implemented across the school. A supportive and well-managed learning environment is evident in most classrooms. Evidence exists that a culture of honesty and respect has been established. However there are needs to have an organized effort to build student capacity to actively monitor their own progress and for teachers to provide a more challenging environment for each level of student.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The population of JHS consist of Hispanic and economically disadvantaged students. JHS has the highest number of students with disabilities in the district. JHS has a 100% pass rate of gifted students on the IB diploma. The continued influx of Spanish speaking families from countries with low educational opportunities (ex. Guatemala) presents an ongoing challenge. Differentiated lessons with content/skill specific strategies need to be developed to meet the individual needs of all students. Due to the redistricting in our district, the JHS student population will continue to grow in minority and economically disadvantaged students.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The CCRPI data shows that student growth is high however the student pass rate on EOC tests are low. JHS has a need for minority and bilingual teachers due to the increase in the minority population. The JHS economically disadvantaged population is increasing as well. The EOC data show that there is a need for decreased class size in English and science courses. The EOC science pass rate is 32%. The pass rate for the Environmental Science PPPA is less than 70%. The EOC English pass rate is 27% for Ninth Grade Literature. JHS has an increase in dual served students in special education and EL services. JHS has a need to increase the pass rates on EOC test for all students which includes students with disabilities, EL students, honors students and IB</p>

Strengths and Challenges Based on Trends and Patterns

<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>students. A trend of an influx of dual served and non English speaking students is evident at JHS. JHS is also seeing an increase in gifted students, high performing that are dual enrolled.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<p><b>Strengths</b></p>	<p>Johnson High School has the highest population of students with disabilities in our district. Johnson High School has high growth for all subgroups on achievement data. JHS has a low achievement gap across all subgroups. The achievement data shows an increase in CTAE pathway completers across all subgroups.</p>
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<p><b>Challenges</b></p>	<p>JHS has the highest number of students with disabilities in the district and the highest number of students with a 504. JHS has an increase in dual served students and non English speaking students. These JHS students need to be doubled up in English core curriculum however local funding does not provide for doubling up in the master schedule. Many households in the JHS district has an average of 12-15 people per household and a high number of students do not have a guardian.</p>
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Overarching Need	To increase English language acquisition and to increase Lexile levels.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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##### Overarching Need # 2

Overarching Need	To close the gap on science skills not acquired in elementary and middle schools due to lack of language acquisition.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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##### Overarching Need # 3

Overarching Need	To increase educational awareness in the homes.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

**Overarching Need - To increase English language acquisition and to increase Lexile levels.**

**Root Cause # 1**

Root Causes to be Addressed	Literacy gaps due to 70% of the school's population is free and reduced and a high number of the students are second language learners.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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**Overarching Need - To close the gap on science skills not acquired in elementary and middle schools due to lack of language acquisition.**

**Root Cause # 1**

Root Causes to be Addressed	Science ability gaps due to 70% of the school's population is free and reduced and a high number of students are second language learners.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 1

Additional Responses	
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**Overarching Need - To increase educational awareness in the homes.**

Root Cause # 1

Root Causes to be Addressed	Cultural gap between parents and school. Parents do not speak English and have a middle school (from a foreign country) educational level. Parents have very little access to technology.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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# School Improvement Plan 2018 - 2019



**Hall County  
Johnson High School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Hall County
School Name	Johnson High School
Team Lead	Stan Lewis

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input checked="" type="checkbox"/>	Other (if selected, please describe below)

## 2. SCHOOL IMPROVEMENT GOALS

### 2.1 Creating Improvement Goals

#### Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

<b>Specific</b>	<b>Measurable</b>	<b>Attainable</b>	<b>Relevant</b>	<b>Time-Bound</b>
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An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the school's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 School Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

#### **Coherent Instructional**

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

#### **Family and Community Engagement**

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

#### **Effective Leadership**

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the School and its resources
- EL-5 Driving improvement efforts

#### **Supportive Learning Environment**

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

#### **Professional Capacity**

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase English language acquisition and to increase Lexile levels.
Root Cause # 1	Literacy gaps due to 70% of the school's population is free and reduced and a high number of the students are second language learners.
Goal	For the 2018-2019 school year, to increase the EOC scores for 9th Grade Literature to meet or exceed the State target of 67.9 on the CCRPI.

Action Step # 1

Action Step	To hire two additional ELA teachers in order to reduce class room sizes and offer a second course of English core instruction during a student's ninth grade year.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Increased Lexile levels, and Increased scores on 9th grade Literature EOC tests.
Position/Role Responsible	Stan Lewis, principal
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	To hire an Instructional Coach to deliver professional learning to teachers in the area of differentiation.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Lesson plans, writing samples, and unit assessments.
Position/Role Responsible	Stan Lewis, principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	To purchase additional student seats in READ 180.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Increased Lexile scores.
Position/Role Responsible	Cathryn Sawyer, Curriculum Assistant Principal
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits,	
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Action Step # 3

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	To contract with instructional specialist to deliver academic professional learning and blended learning in the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Professional Learning sign-in sheets and agenda, increased student scores in EOC and PPPA.
Position/Role Responsible	Tana Hayes, Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 5

Action Step	To add additional technology and reading materials to ELA classrooms for students to have access to research materials, reading materials and diverse methods of demonstrating mastery of the standards.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Teacher Instruction Lesson Plans, increased student scores on EOCs and PPPAs.
Position/Role Responsible	ELA Classroom Teachers

Action Step # 5

Timeline for Implementation	Weekly
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Action Step # 6

Action Step	To increase student participation and engagement during our school wide daily Silent Sustained Reading time by providing students with diverse reading materials, such as paperback books and periodicals
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Increased Lexile Scores
Position/Role Responsible	Julie Townley, Media Specialist
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	To close the gap on science skills not acquired in elementary and middle schools due to lack of language acquisition.
Root Cause # 1	Science ability gaps due to 70% of the school's population is free and reduced and a high number of students are second language learners.
Goal	For the 2018-2019 school year, to increase the overall scores on the District Environmental Science Post PPPA scores to passing or 70%.

Action Step # 1

Action Step	To hire one additional science teacher in order to reduce class room sizes.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Increase in Environmental Science Post assessment and Biology EOC and increase in Unit Assessment performance by students.
Position/Role Responsible	Stan Lewis, principal
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	To hire an Instructional Coach to deliver professional learning to teachers in the area of differentiation.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Increased scores on the Environmental Science Post Assessment and the Biology EOC and increased performance on the unit assessments.
Position/Role Responsible	Stan Lewis, principal
Timeline for Implementation	Yearly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	To contract with instructional specialist to deliver academic professional learning and blended learning in the classroom.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Professional Capacity
Method for Monitoring Implementation and Effectiveness	Professional Learning Sign-in sheets and agenda, increased student scores in EOC and PPPA.
Position/Role Responsible	Tana Hayes, Instructional Coach
Timeline for Implementation	Quarterly

Action Step # 4

Action Step	To add additional technology for increased access to materials and methods for students to show mastery of standards.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction
Method for Monitoring Implementation and Effectiveness	Teacher Instructional Lesson Plans, increased students scores on EOCs and PPPAs.
Position/Role Responsible	Science Classroom Teachers
Timeline for Implementation	Weekly

2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	To increase educational awareness in the homes.
Root Cause # 1	Cultural gap between parents and school. Parents do not speak English and have a middle school (from a foreign country) educational level. Parents have very little access to technology.
Goal	For the 2018-2019 school year, to Increase availability of resources for parents to gain a better understanding of how to be involved in their child's educational experience. Increase the number of parents attending a JHS family event by 5%.

Action Step # 1

Action Step	To develop a Parent Support Center that will be accessible to parents in the afternoons (after school hours).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Documentation of parent interactions, parent surveys, and list of community resources available.
Position/Role Responsible	Stan Lewis, principal
Timeline for Implementation	Weekly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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SCHOOL IMPROVEMENT PLAN

3 Required Questions

Required Questions

<p><b>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</b></p>	<p>Johnson High School involved all of its teachers, paraprofessionals, classified staff, and school leaders in this process. In addition, JHS parents, Pioneer RESA representatives, Assistant Director for Title I, and community partners were contributing members of the comprehensive needs assessment and school improvement plan process. The CNA and SIP plan evolved from many meetings and analysis of gathered data. All teachers were asked to contribute work/artifacts/proof of any of the five systems around which the plan revolves. Committee heads were selected by the leadership team and then the committee leads selected staff and community members that represent all areas of our school. These groups analyzed the collected artifacts and data for one of the systems and rated our school based on the rubrics provided. From this work the committees presented reports to the entire faculty on the root cause analysis to determine what we do well, what we need to do to improve and what action steps they recommended. The leadership team then prioritized the recommendations and created further steps in the plan. During the Parent Input meeting, attendees were able to address the top priorities and offer additional suggestions. All of this is posted and accessible to all stakeholders on a Canvas site.</p>
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<p><b>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</b></p>	<p>Johnson High School is committed to providing quality instruction in every classroom. Student growth percentiles show equal growth in each subject area for both our second language learners and our high level IB students. JHS has no teachers who are teaching outside of their fields of certification and no teachers with ineffective ratings on their TKES evaluation. There is 87% retention of teachers for the past three years and 100% retention of administrators. Forty-three percent of our teachers have 11 or more years of teaching experience; fifty percent have 1-10 years of experience. Four teachers have their doctoral degree; 22 have their specialist; 39 a master's degree and 27 teachers have a bachelor's degree. All new teachers (brand new to teaching and experienced, but new to our school) are part of a mentor-mentee program in addition to being part of a subject specific PLC, and are closely monitored by their department chair and their subject specific administrator. All teachers are members of PLC's and post a goal on their TKES platform that is progress monitored regularly. Teachers who are new or who do not show high student growth were taken to a two day workshop with Dr. Harvey Silver where they were presented with research based ( The Four Cornerstones of Education, by Harvey Silver) instructional strategies for assessment uses and for differentiating instruction in their classroom. We will continue to intervene and upgrade the teaching "tool box" for teachers who do not show high student</p>
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<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>growth on the CCRPI measure basing our training on Marzano's research proven methods. (Marzano, Research Based Strategies for Increasing Student Achievement).</p>
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<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The Title I Program at Johnson High School is a school wide program where all students benefit from research-based instructional strategies and intentionally grouped classrooms ( Marzano, Research Based Strategies for Increasing Student Achievement ) where students are able to experience rigor specific to their level. Addressing the needs of struggling students is a focus at JHS. One way JHS will focus on struggling learners is to lower class sizes with the addition of two ELA teachers and a science teacher. JHS will also add an instructional coach to deliver differentiated professional learning to the faculty. The addition of a parent resource center will bridge the gap between home and school. In our parent meetings, the most frequent request is for ways for parents to participate in their student's education...this is a particular request of non-English speaking parents.</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>Not applicable--Johnson High School is a Title I Schoolwide Program</p>
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<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Not Applicable</p>
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**6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.**

For students entering the 9th grade at Johnson High School, the following transition procedures are implemented: 1) Open House in the Spring with the upcoming 9th graders and parents. The students and parents participate on a guided tour of the school and have a time to listen to the school's principal; 2) In August, the school hosts an open house for upcoming 9th graders to get schedules and to meet teachers; 3) At the beginning of the school year, ninth graders have a class meeting with teachers and administrators for the dissemination of rules, high school expectations, and the Knights Creed; 4) During the first nine weeks of school, ninth grade students during Individual and Law class are given an introduction to high school in which they learn about note taking, test taking, organization skills, basic computer literacy, pep rallies, school schedules, have school tours, and learn about overall high school trends/traditions. In addition, most 9th grade special education students are placed in a study skills class which helps them in all subjects each day, and weak math students have a second hour of math each day for remediation. Also, EL level A and B students are scheduled for a second period of English language class to improve their English speaking, reading, writing and listening skills. Four groups of students who scored in the bottom 25 % on their 8th reading EOG are placed in Reading Enrichment or Read 180 course. JHS also hosts a Department of Labor employee that tracks 60 students for four years of high school and one year out of high school assisting them in school strategies, and with job ready skills. Prior to students entering high school, the middle school and high school counselors meet with each other to discuss the upcoming 9th grade students.

JHS implements the following strategies to ensure effective transitions for students from high school to post secondary education. JHS hosts admissions days for the local colleges where reps from the college, along with a counselor, will help students complete college applications. JHS hosts SAT, ACT, and Accuplacer registration help sessions. JHS hosts FAFSA completion events where students and parents can complete their financial aid forms with the guidance of local financial aid experts. JHS communicates regularly with local college representatives to help ensure students meet entry requirements. JHS hosts dual enrollment informational meetings for parents on a regular basis and provides several opportunities for students to take placement tests for dual enrollment.

JHS counselors process paperwork for dual enrollment students every semester and assess student progress in dual enrollment classes on a regular basis in order to adjust schedules as needed. The JHS counselors meet individually with seniors to encourage post-secondary planning.

JHS facilitates, through the CTAE program, student participation in the work-based learning program network with community members to ensure students looking for part-time jobs are placed appropriately. In addition, our CTAE courses all stress soft skills and end the pathway with tests that provide our students with industry certification. Last year we started an on campus job fair to assist these students with obtaining jobs. University of North Georgia received a five year grant which began this year to assist and monitor 60 students a year who have the potential to be first generation college students. JHS facilitates YouScience aptitude testing with all students to determine career aptitudes and interests.

6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.

Our school was the first in the state to teach trial Technical School Math and ELA readiness classes for students who are passing their classes, but not testing high enough to get in a Tech College. These classes target students who only need test skills to pass the Accuplacer. Last year, we had 100% pass and became eligible to enroll in a certificate or degree technical school program. JHS is one of our District's Program of Choice Schools. JHS offers an International Baccalaureate Program. In addition to the IB program, JHS offers dual enrollment for college and technical classes, early college courses, five on campus Advanced Placement courses, and eleven CTAE pathway courses.

7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

Our school culture centers on building relationships and the Knights Creed which stresses four tenants, that start with Honesty, Respect, and Personal Responsibility. It is the mission of all administrators, teachers, and students to honor the Creed. Strong classroom management skills, well planned and paced classes, and student focused lessons combine to keep students focused on learning and reduce opportunities and inclination for disruptive behavior. Twice monthly advisement lessons focus on one aspect of the Knights Creed for the entire year (Personal Responsibility in 2017). We are also working on increasing attendance in our clubs and sports. This helps students feel connected to our school. Research shows that positive reinforcement is 67% more effective than negative reinforcement, so our school takes every opportunity to praise and "brag on" good behavior and hard work. Some examples of our school praise would include: "good news" blue cards sent home in the student's home language, pictures of students winning, or working in their classrooms on the school televisions, stars with student names on every teacher's door for students who "worked harder/did better; bulletin boards bragging on students all over the school, and daily announcements by the principal wishing each student a happy birthday by name, bragging on student achievement in classes, clubs and sports. Our highest award on Honor's Night is not for the highest grade or highest SAT score, but for the student who best exemplifies the Knights Creed.

In addition, the district set a goal of volunteer hours for each grade level. Our combined student volunteer hours total in the thousands each year. We emphasize teacher-parent contact for students who are struggling with either behavior or grades. In addition, three counselors and a local counseling center are available to assist students. All teachers and administrators use discussions of the Knights Creed when disciplining students. Removal from the classroom and removal from the school are last resorts as discipline practices. Students with disabilities have a case worker who contacts the parents more often when that is necessary and coordinates a behavior intervention plan. When necessary, a manifestation meeting is held to assure that the behavior is not a result of the student's disability.

Our discipline is built on a Tiered Intervention plan: first a teacher conferences with a student who is not on task or misbehaving; then the teacher can intervene at the classroom level ( move seating, assign classroom

7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.

detention, etc), the next intervention is a phone call to parents ( we have a parent liaison for Spanish speaking parents), after this, a next behavioral infraction results in a write up to an administrator.

ADDITIONAL RESPONSES