

Judith M. Johnston Elementary School

School Improvement Plan

Updated for 2023-2024 School Year

∞ *Judith Morton Johnston Elementary School* ∞

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School Town of Highland Mission

“Educating today’s students for tomorrow’s challenges”

All students in the School Town of Highland participate in a variety of experiences within a supportive environment empowering them to internalize and model desirable character traits/skills to become lifelong productive citizens.

Judith M. Johnston Elementary School Vision

We believe all Johnston Elementary students must expect support in every environment. Whether in a classroom, library, computer lab, athletic event or at home, students deserve to have the direction necessary for success. In all school-related experiences, adults will provide extra time and help as necessary, so each child has the opportunity to reach a high level of academic achievement. All adults place a high value on education and this is communicated to the children on a regular basis. Students will understand the responsibility of setting and reaching goals, backed by adults whose convictions are validated by being positive role models. Parents are actively involved with their children's education. Because of this, parents supporting teachers and teachers supporting parents in their quest for student excellence will be the norm.

The role of parents goes far beyond being a volunteer, which is a valued part of their effort. Follow-up by parents with their children is done by reviewing the weekly information prepared and sent home by teachers to complement classroom learning. In this way, parents stay consistently informed of their children's progress in school.

Students will gain and maintain confidence to strive to do their best because they are encouraged and challenged to do so. The teachers will involve the students in research and problem-solving activities.

Along with adults, students will assist in creating an environment that fosters enthusiasm and energy for learning. To do this, students will respect one another, and be held accountable for taking what is theirs in a public school education. Students will be on time, try as hard as they can, and strive for personal behavior that befits their lofty expectations. Students will celebrate success and follow the lead of the community's adults, who have instilled within children that they are lifelong learners.

Johnston 2023-2024 Action Plan

MegaSkills

Caring
Common Sense
Confidence
Effort
Focus
Initiative
Motivation
Perseverance
Problem-Solving
Responsibility
Teamwork

Johnston Mission

Our vision for the Johnston Elementary School students is that they be provided with the atmosphere, materials, and expertise for their highest possible achievement – intellectual, social, physical, and emotional – thus enabling them to function responsibly in society.

Johnston Pledge

I pledge to be a responsible member of the Johnston School team by

- *being supportive and caring toward others,*
 - *making wise choices,*
 - *having a positive attitude, and*
- *always striving to do my personal best.*

I can do it!

Academic Teams

| Goal area | Goal Area |
|--------------------------|-----------------------------------|
| <u><i>English/LA</i></u> | <u><i>Mathematics/Science</i></u> |
| 1. Polites | 1. Zabrecky |
| 2. Kitchell | 2. Bailey |
| 3. Cochrane | 3. Kelly |

Academic Teams

Responsibilities:

- *Develop Goals based on available data and previous years goals
- *Develop/Provide/Identify Assessment Instruments to be used for local assessment
- *Write up goals for PL 221 Action Plan
- *Provide/suggest Professional Development

PTO Parent Liaisons

Christina Castillo

∞ *School and Community* ∞

Johnston Elementary School is located in the town of Highland, a town of approximately 25,000 in the northwest corner of the state. Johnston is classified as an urban fringe school.

The student enrollment is 381 students. The racial ethnic population remains predominantly white, yet, the percentage of minority students has steadily increased. Growth in the minority sector can be attributed to steady growth in all minority subgroups with the Hispanic population retaining the distinction as the second largest ethnic group in the school community. 24.7% percent of our students receive special education services and 48% qualify for free/reduced meals and textbook assistance. The attendance rate for students at our school last year was 94%. Teaching staff represents a range of years and experience. There are 15 full-time classroom teachers in K-5, 3 special education teachers, and 5 special education aides. There is one speech pathologist. Further services are provided by 3 part-time (traveling) teachers in the areas of Art, Music, and Physical Education. Student services are provided by 1 Counselor. Johnston has 7 instructional aides, 4 Title 1 tutors, and a traveling ESL teacher and ESL aide.

Johnston has 1 principal, 1 secretary, and 1 nurse. We also receive services from an STOH psychologist as needed. The Johnston teachers are all highly qualified. Johnston houses a before and after-school Dependent Care program (for a nominal fee). This program is staffed with 1 scheduler and 3 part-time staff workers.

School Town of Highland

2022 Annual Performance Report

Judith Morton Johnston Elementary, Highland 4285

| Indicator | School Results | | | | State |
|---|----------------|---------|---------|---------|-----------|
| | '18-'19 | '19-'20 | '20-'21 | '21-'22 | Total |
| A-F Accountability Grade | A | A | N/A | N/A | |
| Student Enrollment | 421 | 457 | 381 | 390 | 1,120,125 |
| Number of Certified Teachers | 23 | 25 | 22 | 19 | 76,712 |
| Percentage of Students Passing IREAD | 94.1 | N/A | 88.2 | 85.3 | 80.3 |
| * Grade 3 Percent Passing ISTEP+/ ILEARN Math Standard | 73.5 | N/A | 51.6 | 72.3 | 51.9 |
| * Grade 3 Percent Passing ISTEP+/ ILEARN Language Arts Standard | 46.9 | N/A | 34.4 | 46.2 | 40.7 |
| * Grade 4 Percent Passing ISTEP+/ ILEARN Math Standard | 53.1 | N/A | 41.3 | 49.2 | 47.5 |
| * Grade 4 Percent Passing ISTEP+/ ILEARN Language Arts Standard | 45.3 | N/A | 30.7 | 52.4 | 41.1 |
| * Grade 4 Percent Passing ISTEP+/ ILEARN Science Standard | 43.8 | N/A | 29.3 | 44.4 | 38.4 |
| * Grade 5 Percent Passing ISTEP+/ ILEARN Math Standard | 63.5 | N/A | 44.7 | 45.2 | 40.9 |
| * Grade 5 Percent Passing ISTEP+/ ILEARN Language Arts Standard | 63.5 | N/A | 42.6 | 30.1 | 41.0 |
| * Grade 5 Percent Passing ISTEP+/ ILEARN Social Science Standard | 73.1 | N/A | 44.7 | 28.8 | 38.4 |
| Pupil Enrollment to Certified Employee Ratio | 16.1 | 15.4 | 14.8 | 17.3 | 16.2 |
| Attendance Rate | 96.2 | 96.2 | 94.7 | 94.3 | 92.9 |
| Number of Students with More Than 10 Unexcused Days Absent | 52 | 45 | 53 | 61 | 169,811 |
| Number of Students absent greater than 10% of School Year | 19 | 19 | 68 | 65 | 209932 |
| Number of Students Suspended | 2 | 12 | 5 | 11 | 97,972 |
| Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol | 0 | 0 | 2 | 2 | 7,613 |
| Number of Out of School Suspensions | 1 | 8 | 3 | 3 | 70,183 |
| Number of In School Suspensions | 1 | 4 | 3 | 8 | 46,233 |
| Number of Bullying Incidents | 0 | 0 | 1 | 1 | 5,103 |

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.



Grade Report

Grade 3

Term: Fall 2023-2024
 District: School Town of Highland
 School: Johnston Elementary School

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 46 |
| Mean RIT Score | 182.7 |
| Standard Deviation | 16.5 |
| District Grade-Level Mean RIT | * |
| Students At or Above District Grade-Level Mean RIT | * |
| Grade-Level Mean RIT | 188.5 |
| Students At or Above Grade-Level Mean RIT | 17 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|---------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 12 | 26% | 11 | 24% | 11 | 24% | 7 | 15% | 5 | 11% | 180-183-185 | 16.5 |



Grade Report

Grade 4

Term: Fall 2023-2024
 District: School Town of Highland
 School: Johnston Elementary School

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 70 |
| Mean RIT Score | 199.4 |
| Standard Deviation | 13 |
| District Grade-Level Mean RIT | * |
| Students At or Above District Grade-Level Mean RIT | * |
| Grade-Level Mean RIT | 199.5 |
| Students At or Above Grade-Level Mean RIT | 35 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|---------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 10 | 14% | 18 | 26% | 17 | 24% | 17 | 24% | 8 | 11% | 198-199-201 | 13 |



Grade Report

Grade 5

Term: Fall 2023-2024
 District: School Town of Highland
 School: Johnston Elementary School

Norms Reference Data: 2020 and User Norms¹.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Math: Math K-12

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 69 |
| Mean RIT Score | 212.5 |
| Standard Deviation | 11.3 |
| District Grade-Level Mean RIT | * |
| Students At or Above District Grade-Level Mean RIT | * |
| Grade-Level Mean RIT | 209.1 |
| Students At or Above Grade-Level Mean RIT | 41 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|---------------------|--------------|----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|---------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Math: Math K-12 | 6 | 9% | 14 | 20% | 17 | 25% | 18 | 26% | 14 | 20% | 211-212-214 | 11.3 |



Grade Report

Grade 3

Term: Fall 2023-2024
 District: School Town of Highland
 School: Johnston Elementary School

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 46 |
| Mean RIT Score | 186.6 |
| Standard Deviation | 17.2 |
| District Grade-Level Mean RIT | * |
| Students At or Above District Grade-Level Mean RIT | * |
| Grade-Level Mean RIT | 186.6 |
| Students At or Above Grade-Level Mean RIT | 26 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|------------------------|--------------|-----|------------------|----|----------------|-----|------------------|-----|--------------|-----|---------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Language Arts: Reading | 11 | 24% | 4 | 9% | 10 | 22% | 12 | 26% | 9 | 20% | 184-187-189 | 17.2 |



Grade Report

Grade 4

Term: Fall 2023-2024
 District: School Town of Highland
 School: Johnston Elementary School

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 70 |
| Mean RIT Score | 196.6 |
| Standard Deviation | 13.3 |
| District Grade-Level Mean RIT | * |
| Students At or Above District Grade-Level Mean RIT | * |
| Grade-Level Mean RIT | 196.7 |
| Students At or Above Grade-Level Mean RIT | 36 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|------------------------|--------------|-----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|---------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Language Arts: Reading | 9 | 13% | 17 | 24% | 21 | 30% | 12 | 17% | 11 | 16% | 195-197-198 | 13.3 |



Grade Report

Grade 5

Term: Fall 2023-2024
 District: School Town of Highland
 School: Johnston Elementary School

Norms Reference Data: 2020 and User Norms¹.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

| Summary | |
|--|-------|
| Total Number of Students With Valid Growth Scores | 68 |
| Mean RIT Score | 209.8 |
| Standard Deviation | 13.3 |
| District Grade-Level Mean RIT | * |
| Students At or Above District Grade-Level Mean RIT | * |
| Grade-Level Mean RIT | 204.5 |
| Students At or Above Grade-Level Mean RIT | 48 |

| Overall Performance | Lo %ile < 21 | | LoAvg %ile 21-40 | | Avg %ile 41-60 | | HiAvg %ile 61-80 | | Hi %ile > 80 | | Mean RIT Score (+/- Smp Err) | Std Dev |
|------------------------|--------------|----|------------------|-----|----------------|-----|------------------|-----|--------------|-----|---------------------------------|---------|
| | count | % | count | % | count | % | count | % | count | % | | |
| Language Arts: Reading | 6 | 9% | 9 | 13% | 12 | 18% | 20 | 29% | 21 | 31% | 208-210-211 | 13.3 |

Comprehensive Needs Assessment Summary

Remediation/Intervention and Prevention programs are an important part of meeting students' academic needs. Johnston supports these efforts by hiring classroom aides to work with primary and intermediate students. Student needs are met in small groups and one-on-one, in both pull-out and regular classroom settings. Title 1 and ESL aides are also utilized to work with specifically recognized students. The students are identified based on needs (as evidenced by the ILEARN, NWEA, and professional judgment). Released Applied Skills items from the previous ILEARN tests are used in conjunction with practical teaching ideas in the areas of Mathematics, Science, and Language Arts. In the summer, Pre-K – 5th graders are nominated for inclusion in the 15-day *Summer Jumpstart* program which is specifically designed to increase knowledge retention over the summer when many students lose knowledge. Prevention and Remediation efforts are based on NWEA data reports which directly mirror Indiana State Standards. These opportunities are designed to meet the needs of a diverse community and are free for students.

The ILEARN data fluctuates from year to year in all categories, Language Arts being the lowest. NWEA data shows that more than half of the students are at or above grade level at the beginning of the school year. These observations confirm that we need a system in place to help our students at all levels.

There are formative data collected from cycle assessments aligned with our distinct curriculum maps every three weeks at every grade level. This is current data that allows staff to group students according to their needs. Assessments at the end of the intervention cycle are done to assess mastery and effectiveness of the intervention provided. We considered the entire school in looking at gender, socio-economic influences, ethnicity, ESL, and special needs individuals.

Goal #1 Statement: Students at Johnston will make annual gains in their knowledge, skills, and competencies needed to master start standards in math.

Student Group Target Objective: Students will achieve 72% passing as evidenced by the Spring ILEARN 2025 test and captured in the DOE accountability report.

Strategy: All staff K-5 will receive training and support in order to continually implement best practices in math delivery. They will collaborate to improve the content found in our math standards map (Essential Skills) and continually address the process of standards with their students, evaluating students on a three-week cycle and creating small groups according to needs.

Support Data (Selection Criteria): ILEARN (math) Data and MAPS Growth Data

Research Support: Research on NWEA MAP Growth demonstrates reliability and alignment with the Indiana Standards in mathematics.

| What students will be taught or will do to meet the goal? | Activities to implement the intervention include professional learning (italics). |
|---|--|
| Intervention 1: All students will participate in MAP Growth three times each year. These assessments will form the baseline for instructional practices in the classroom. | <ol style="list-style-type: none"> Teachers will analyze data and cluster students for math instruction and practice. Targeted activities will be implemented for all students. Progress will be documented in a teacher's plans. <i>Teachers will work collaboratively to target school-wide areas of need in the math standards map based on assessment results.</i> Teachers will target the biggest areas of need and focus professional learning on these areas. |
| Intervention 2: Students will be grouped for differentiated instruction according to the results of the MAP Growth assessment in six areas of mathematics and through our three-week cycle assessments according to our curriculum map. | <ol style="list-style-type: none"> Teachers and principals will make clustering decisions based on the MAPS Growth data, as evidenced by teacher small group instructional plans. <i>Professional Learning in mathematics differentiation will take place within the building.</i> Benchmarking will take place with each grade level throughout the year utilizing Essential Skills and MAPS Skills. |
| Intervention 3: Teachers will utilize individualization programming; and MAPS Skills in order to reach students' areas of need in mathematics. | <ol style="list-style-type: none"> <i>Onsite learning will take place with teachers in MAPS skills for implementation of the program.</i> Intervention using the programs will be in place in the appropriate grade levels throughout the building. |

| | | |
|---------------|-------|--|
| Checkpoint 1: | 9/11 | Evaluation Data: Fall 2023 MAPS Growth |
| Checkpoint 2: | 12/18 | Evaluation Data: Winter 2023 MAPS Growth |
| Checkpoint 3: | 5/14 | Evaluation Data: Spring 2024 MAPS Growth |
| Checkpoint 4: | 6/21 | Evaluation Data: ILEARN/IREAD |

GOAL #2 Statement: Students at Johnston will make annual gains in their knowledge, skills, and competencies needed to master start standards in reading.

Student Group Target Objective: Students will achieve 72% passing as evidenced by the Spring ILEARN 2025 test and captured in the DOE accountability report.

Strategy: All staff K-5 will receive training and support in order to continually implement best practices in reading delivery. They will collaborate to improve the content found in our reading standards map (Essential Skills) and continually address the process of standards with their students, evaluating students on a three-week cycle and creating small groups according to needs.

Support Data (Selection Criteria): NWEA Maps, ILEARN Data

Research Support: Research on NWEA MAP Growth demonstrates reliability and alignment with the Indiana Standards in reading.

| | |
|---|---|
| What students will be taught or will do to meet the goal? | Activities to implement the intervention include professional learning (italics). |
| Intervention 1: All students will participate in MAP Growth three times each year. These assessments will form the baseline for instructional practices in the classroom. | <ol style="list-style-type: none"> Teachers will analyze data and cluster students for reading instruction and practice. Targeted activities will be implemented for all students. Progress will be documented in a teacher's plans. <i>Teachers will work collaboratively to target school-wide areas of need in the math standards map based on assessment results.</i> Teachers will target the biggest areas of need and focus professional learning on these areas. |
| Intervention 2: Students will be grouped for differentiated instruction according to the results of the MAP Growth assessment in six areas of mathematics and through our three-week cycle assessments according to our curriculum map. | <ol style="list-style-type: none"> Teachers and principals will make clustering decisions based on the MAPS Growth data, as evidenced by teacher small group instructional plans. <i>Professional Learning in mathematics differentiation will take place within the building.</i> Benchmarking will take place with each grade level throughout the year utilizing High Priority Standards and MAPS Skills. |
| Intervention 3: Teachers will utilize individualization programming; and MAPS Skills in order to reach students' areas of need in reading. | <ol style="list-style-type: none"> <i>Onsite learning will take place with teachers in MAPS skills for implementation of the program.</i> Intervention using the programs will be in place in the appropriate grade levels throughout the building. |

| | | |
|---------------|-------|--|
| Checkpoint 1: | 9/11 | Evaluation Data: Fall 2023 MAPS Growth |
| Checkpoint 2: | 12/18 | Evaluation Data: Winter 2023 MAPS Growth |
| Checkpoint 3: | 5/14 | Evaluation Data: Spring 2024 MAPS Growth |
| Checkpoint 4: | 6/21 | Evaluation Data: ILEARN/IREAD |

Detail on Schoolwide Reform Strategy

To address proficiency and growth rates, Johnston uses a schoolwide intervention program to ensure that our students get what they need academically.

We call our schoolwide intervention structure Math Flex and Reading Flex. We have multiple teachers and instructional aides designated to these periods in order to have students in smaller learning groups.

Teachers analyze formative assessments that follow our Essential Skills curriculum map along with MAPS and ILEARN scores to create student groupings every three weeks. Students are grouped based on these assessments and teachers develop instruction that is differentiated to maximize student achievement in each group.

All grade levels have designated times outside of the core curriculum where there is 30 minutes of Math Flex and 30 minutes of Reading Flex each day to address specific skills and standards. Students are put into the following groups for a three-week cycle:

1. Reteaching-students who need information retaught will get this instruction.
2. Review students who have some grasp of the skills/standards but need extra practice will get that time for further mastery.
3. Enrichment students who have proven mastery will get extension opportunities designed to stretch their thinking and maximize their learning.

Professional development is important in keeping this program running smoothly. We have grade-level meetings every three weeks for planning, grouping, going over formative assessments, and checking in with the curriculum map.

Northwest Indiana Special Education Cooperative provides services that fulfill the individualized education plans for students qualifying for special education through an LRE teacher and aide. We also provide instructional services through Title 1 and ELL. Our district also has a summer program for IREAD remediation (2 weeks), K-5 Jumpstart (3 weeks), and a Pre-K summer school (6 weeks).

Attendance

Student attendance is important to Johnston Elementary. We believe that if a student is not present, they will not learn to the best of their ability. We have a close monitoring system that tracks attendance. When a child's absences are high, our counselor will reach out to the parents. If the absences continue, an email is sent home for additional parent contact. The school counselor will meet with parents/guardians if students are not meeting attendance expectations.

∞ *Teacher Mentoring/Professional Development* ∞

Staff Meetings

School Town of Highland has incorporated weekly Wednesday PD meetings that allow staff to come together for consistent professional development. Teachers utilize this time to research and learn best practices. This is a good time for teachers to share strategies and ideas with faculty within the district.

Professional Development Topics:

- Curriculum Mapping (using High Priority Standards)/Flex time grouping of students (every three-weeks)
- Analyzing data
- Book study: Onward: Cultivating Emotional Resilience in Educators
- Intervention programs (IXL, MathSeeds, Reading Eggs)
- Technology implementation (Seesaw, EdPuzzle, EdSite)
- Presentations that cater to social and emotional needs

Recruiting and Retaining Staff

Our community/stakeholders play a certain part in making it possible to recruit and maintain effective individuals at our school. Johnston often hosts student teachers from surrounding colleges and cadet teachers from our high school. The structure we use, and competitive teacher salary/benefits are also great aspects of working in the School Town of Highland.

∞ *Safe and Disciplined Learning Environment* ∞

Johnston Elementary School has recently put great emphasis on safety issues. Rewritten and advertised to parents, building guidelines are outlined below:

Safety Rules/Procedures

The safety of your child is our #1 concern. From there we work on socialization, academics, and the like - it is the issue of safety that this letter concerns.

Strict guidelines have been set by governmental offices, police task forces, and our own School Town of Highland. From these guidelines, school sites have been instructed to develop safety procedures for building visitor control, and though these types of measures are a hassle at the very least, they are a necessity. Here are our guidelines to help keep Johnston a safe place for your child:

1.) All visitors must enter through their assigned door only.

| | |
|-----------------------------|---|
| -1st, 2nd, 5th & visitors | Main entrance (C) - buzzer access |
| -Staff | Main Entrance (C) - buzzer access or pass key |
| -Kindergarten, 3rd, and 4th | Dependent Care Entrance (B) – buzzer access |
| -Dependent Care | Dependent Care Entrance (B) – buzzer access |

*Visitors will be asked if they need assistance and directed to come to the office. Visitors who have appointments will sign in and be directed to their destination. Visitors who do not have appointments will be dealt with in the office. If the teacher is not able to accommodate the parent at the time of the visit, the teacher will contact the parent for a more appropriate time.

2.) Parents/guardians are to drop off the child at the assigned door. The child may not be escorted through the hallways to (or from) the classroom. Parents who need to conduct business in the school must report to the office directly.

3.) Visitors must have a prior appointment to meet with a teacher (24-hour advance notice may be necessary).

4.) All visitors must wear a “VISITOR” badge while conducting business in the school or dining in the cafeteria. A badge is issued once you confirm your appointment/business in the main office and sign in on the official school register. Visitors must sign out at the conclusion of the visit.

5.) The main office is open from 7:00 am – 3:30 pm daily.

6.) Students will be allowed to come to the building to get homework until 3:00. After that time, students will have to get work the following day.

All adults who enter or work in Johnston Elementary School **are role models for all students** – this is not by choice but by fact. We are all responsible for modeling the good behaviors that we expect from our students and children. Johnston students understand that they are not to let anyone in the building through unauthorized doors and that they are to report to the nearest adult if they see anyone who is breaking a rule, who looks suspicious, or if they see a visitor without a visitor’s badge. Please make note that these rules and procedures do apply to everyone and that repeat offenders will be banned from school grounds.

It is a Johnston School expectation that all adults follow all of the school rules. If you are in the building without a visitor’s badge visible, you will be asked if you need assistance and directed to get a badge if needed.

Peace-Able Place

Throughout the elementary experience, students are introduced to A Peace-Able Place: included in this concept are programs for non-violent living via guidance lessons. The curriculum consists of four interconnected strands:

Conflict Resolution,
Anger Management,
Respect for Self and Others,
and Effective Communication.

Topics are handled in a positive, age-appropriate manner, using cooperative learning, role-playing, and other experiential teaching techniques. The emphasis is proactive and students learn to express themselves without being victims or victimizers.

Students also experience two drug prevention programs, which are prevention-based. Social skills are introduced in the early years to help students feel a sense of belonging due to social appropriateness.

There are also small group sessions, which focus on anger management, self-esteem, and coping with personal issues.

∞ *Parent Involvement* ∞

Parents are kept involved and included in many factors of Johnston's day-to-day routines, as well as asked to give input on decision-making.

The Parent-Teacher Organization at Johnston has worked hard to move away from the traditional "fundraiser" role as both parents and teachers continue to work towards forming a partnership in school improvement. Working hand-in-hand with teachers and administration, the PTO is becoming more visible in classrooms while still maintaining the power to fund programs through various fundraising efforts. Volunteer parents in the classroom who help with the delivery of lessons are becoming more and more of a regular sight, as well.

Special discussions and dedicated discussion time at all PTO events are geared towards informing the community about educational changes, AYP requirements, College and Career Readiness State Standards, and positive student progress!

Parents participate in summer programs and special events during the course of the year while teachers and administration routinely send home helpful information in working with students.

Our staff communicates with Remind, ClassDoJo, email, and weekly newsletters.

∞ *Location of Curriculum* ∞

Each year the School Town of Highland's School Board adopts curricula following the state's textbook adoption cycle prescribed by Indiana law to include the most recent revisions of the Indiana Academic Standards.

Grade levels have created curriculum maps driven by each grade level's Power Standards given by the DOE. Staff is currently utilizing curriculum (HMH and Savvas Math) as well as resources and strategies such as guided reading and intervention programs (MathSeeds & Reading Eggs (K-1), IXL (2-5), and Lexia)

∞ *Technology* ∞

At Johnston Elementary School, it is our belief that student learning is improved with the use of technologies integrated into our curriculum. We view technology as a tool supporting the needs, goals, and objectives in the areas of our diverse student population's achievement, community and parent engagement, and public relations/communications.

Johnston Elementary School's primary technology goal is to focus on integrating technology within the curriculum in a manner that enhances and extends student learning. (Guided by the National Educational Technology (NET) Standards from the International Society for Technology in Education. (ISTE)

Johnston's technology resource associate and the district's technology coordinator provide training on technology and its integration to all staff members. Staff members are offered training in partnership with local universities during the summer.

The school is 1:1 with iPads for students and staff has MacBooks and Apple TV connectivity in all classrooms.

Teachers use an electronic grade book to record student grades. NorthWest Evaluation Associates offers Measures of Academic Progress as a progress monitoring and data analysis online tool.

K-5 MAPS

MAPS (Measures of Academic Progress) is an assessment of student progress in mastering basic skills in reading, language, and mathematics. MAP is taken on a computer by students in grades kindergarten through 5 in the fall, winter, and spring of the school year. The difficulty of each test question is based on how well the student has answered the questions up to that point. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become less difficult. The computer program instantly analyzes the student's response to each question and determines the appropriate difficulty level to present throughout the remainder of the test. Each child is appropriately challenged at his or her functional achievement level.