2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [✓] Elementary [ ] Middle [ ] High [ ] K-12 [ ] Charter

Name of Principal Mrs. Carol Happ
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Johnson Elementary
(As it should appear in the official records)

School Mailing Address 3800 Oak Hill Drive
(If address is P.O. Box, also include street address.)

Bryan Texas 77802-4625
City State Zip Code+4 (9 digits total)

County Brazos State School Code Number* 021-902-108

Telephone (979) 209-1460 Fax (979) 209-1462

Web site/URL http://fc.bryanisd.org/johnson E-mail cah@bryanisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date February 02, 2007
(Principal's Signature)

Name of Superintendent* Mr. Mike Cargill
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bryan Independent School District Tel. (979) 209-1000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date February 02, 2007
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. David Stasny

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date February 02, 2007
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   15 Elementary schools
   3 Middle schools
   0 Junior high schools
   1 High schools
   3 Other (special opportunity schools)

   23 Total

2. District Per Pupil Expenditure: $5,682

   Average State Per Pupil Expenditure: $5,428

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 12 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	1			**7**			
K	36	30	**66**	**8**			
1	25	31	**56**	**9**			
2	33	37	**70**	**10**			
3	34	40	**74**	**11**			
4	41	23	**64**	**12**			
5	30	37	**67**	**Other**			
6							
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					398

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:

54 %White
5 % Black or African American
39 %Hispanic or Latino
2 %Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 16 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	29
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	36
(3)	Total of all transferred students [sum of rows (1) and (2)]	65
(4)	Total number of students in the school as of October 1	406
(5)	Total transferred students in row (3) divided by total students in row (4)	.16009
(6)	Amount in row (5) multiplied by 100	16.009 or 16.1%

8. Limited English Proficient students in the school: 24%
95 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Spanish, Vietnamese, Urdu

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 162

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %
13 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Blindness	4 Specific Learning Disability
0 Emotional Disturbance	8 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	22	
Special resource teachers/specialists	7	2
Paraprofessionals	3	
Support staff	3	
Total number	36	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate. **Veteran Staff Retirements*

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	96%	95%	95%	95%	96%
Teacher turnover rate	15%	14%	*25%	15%	10%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

"As educators, we often look for the latest, greatest programs and buzz words, and trendy new resources. But I find myself increasingly impressed with schools like Johnson Elementary, who are able to achieve extraordinary results with ordinary resources." —MIKE CARGILL, SUPERINTENDENT, BRYAN ISD

Johnson Elementary School (JES) in the Bryan Independent School District is noteworthy because of what this group of faculty, parents and students has been able to accomplish consistently over many years. It is easy to look at a school like JES, which consistently achieves exemplary standardized test results, and say, "This is a great school." However, the most remarkable feature of JES is that its news-making programs, innovative techniques, and highly successful test scores have all been achieved with resources that most Americans would consider ordinary. The JES facility is relatively small; its student population comes from working class families and diverse socioeconomic backgrounds; its budget is average, and the majority of its resources are those available to most schools in America. So JES becomes an exemplar for best practices in education, not because it represents some radical, costly experiment in education; rather, it is an example for other schools because its faculty has been able to achieve extraordinary results with ordinary resources.

The JES vision involves providing a safe, supportive environment for active, innovative learning where all students can reach their fullest potential. The motto, "Innovate to Educate" is clearly seen in JES's unique programs, staff development opportunities, and ongoing emphasis on the partnership between home, school, and community. JES captures the spirit of the *No Child Left Behind Act* in its attitude to do whatever it takes to make sure each student succeeds. It is this attitude, rather than trendy programs, model facilities, and extra resources, which innovates and ensures academic success for every student. JES has indeed created a unique blend of spiraling curriculum, instructional methods, and classroom management techniques that results in increased learning as reflected in assessment results. It is no surprise that these results attract attention. The school was recently featured on CNN for its Dual Language Program, an improved approach to bilingual education designed to help both English-speaking and Spanish-speaking students become bilingual, bi-literate and bicultural. The school continues to receive accolades from the Texas Education Agency, as well as private organizations. *Texas Monthly* magazine ranked JES one of the top schools in Texas. Since Texas implemented the Texas Assessment of Knowledge and Skills (TAKS) test in 2003, JES has been named to the *Texas School Honor Roll* three times by the Texas Business and Education Coalition and Just for Kids, which compares school test results among schools with similar student populations.

These achievements are the result of hard work. Rather than asking for extra resources, JES has asked itself for extra *effort*. For example, students in grades 1, 2, and 3 take weekly fluency tests in reading. The effort is time consuming, but helps faculty catch reading problems early, assists in strategic grouping strategies and curriculum planning, and ultimately results in increased proficiency in all subjects. Rather than adopting blanket instructional strategies, the JES faculty continually creates its own instructional mix. This unique blend is comprised of the most useful elements of many different instructional ideas. Increased use of academic language in the classroom, commitment to differentiated small group structuring, individual tutoring and PTO-partnered funding of additional hands-on classroom technology indicates a determination to use *existing* resources to make sure no child is left behind.

The JES mission is to develop responsible, literate, competent citizens and self-directed learners using proactive needs assessment, active family involvement, and teacher led, innovative instructional strategies for meeting individual needs. JES is remarkable because its teachers, administrators, parents, and students understand the truth that there is no substitute for hard work, creativity, and commitment to learning. The best practices and educational examples demonstrated on this small, innovative campus are proof of what can be accomplished, not just with the right resources, but with high expectations and commitment. JES will continue to use ordinary resources to achieve extraordinary results!

PART IV – INDICATORS OF ACADEMIC SUCCESS

"Schools get on our Honor Roll the old fashioned way – they earn it. For us, the bottom-line is results. These schools help all schools do well in all subjects." —JACK LOWE, CO-CHAIR, TEXAS BUSINESS AND EDUCATION COALITION

1. Assessment Results: The Texas Assessment of Knowledge and Skills (TAKS) is a criterion-referenced test, which measures student performance in the statewide curriculum. This test is given annually to elementary students in Grades 3-5 in Reading and Math, Grade 4 in Writing, and Grade 5 in Science. TAKS can also be given in Spanish for students in bilingual classes. Scale scores are reported for every student in each subject tested. Students meet the standard with a scale score of 2100 and are considered to have a sufficient understanding of the knowledge and skills measured at their grade. Students with a scale score of 2400 receive Commended Performance. Commended Performance is considered high academic achievement at a level well above the state passing standard. Students in this category answer at least 90% of the test items correctly. JES students consistently have a high rate of Commended Performance. Through the Texas Accountability Rating System, schools are rated Exemplary, Recognized, Acceptable, or Low Performing based on the percentage of all students and subpopulations with 30 or more meeting the standard on all tests. Special Education students who take the State-Developed Alternative Assessment (SDAA II) are also included in the school's rating. Additionally, the Texas Education Agency awards Gold Performance Acknowledgements (GPA) to schools with high rates of Commended Performance in each subject area. As part of the state-wide Student Success Initiative students in Grade 3 must pass TAKS reading to be promoted and students in Grade 5 must pass TAKS reading and math. Students have three opportunities to pass. The accountability rating is based on students passing the first two administrations. Students who are limited English proficient and are new immigrants may have a one-year exemption for TAKS but take a Reading Proficiency Test in English (RPTE) and a Linguistically Accommodated Test (LAT) in Math.

In 2006, JES was rated Exemplary and received Gold Performance Acknowledgements in reading, writing, math, science and attendance. To receive an exemplary rating at least 90% of students tested must pass in every subject area. Since TAKS was implemented in 2003, JES was named to the *Texas School Honor Roll* three times by the Texas Business and Education Coalition (TBEC) and Just for Kids. TBEC identified JES as an Honor Roll school by analyzing three years of performance data. Honor Roll schools also have the highest percentage of students performing at the state's most rigorous standard – commended. Overall TAKS scores for 2006 in reading and math were between 90-99% in our subgroups of Hispanic, White, and Economically Disadvantaged. Our African American subpopulation consisting of 10 students scored 90% in reading and 70% in math. Test results over time show there is not a large disparity among subgroups. For the past three years all of our special education students met the set expectation on the State Developed Alternative Assessments. Over the past ten years, JES was rated Exemplary seven times and Recognized three times. Additional assessment information can be seen at the Texas Education web site [http://www.tea.state.tx.us].

2. Using Assessment Results: At JES we understand the need to balance our assessment system between assessment *of* learning and classroom assessment *for* learning. Staff development is ongoing in training teachers in the importance of data disaggregation and how it is used to drive instruction. Assessment data is closely analyzed using a data management software program and teachers ask, "What are my students' needs, what grouping and differentiation strategies best address the weaknesses of my students, and is the pacing of the curriculum appropriate for optimal student achievement?" Our testing data allows us to build an item analysis and develop intervention plans for each student.

Students in Grades K-2 are given the Texas Primary Reading Inventory (TPRI) and Tejas Lee (Spanish version) to assess reading skills. Our computerized mClass software prescribes an intervention plan for each student and groups students for both Tier I and Tier II interventions. Grades 3-5 participate in analysis of checkpoints and prior released state assessments. We meet in grade level teams to review assessment data from checkpoints at every grade level in all content areas and discuss what questions have been missed and why students may have missed certain questions. This enables us to plan for reteaching strategies and develop action plans. TAKS Target Charts with performance categories and subpopulations are developed for each class in grades 3-5. This is a great visual to see where students are

and to plan for small group instruction. For students who are scoring higher than the passing standard, we look at how we can get them to Commended Performance.

Numerous faculty meetings are spent analyzing TAKS questions, discussing what each question is asking and what skills are needed to answer the question correctly. Each grade level asks, "What does this look like at my grade level?" Our discussions give us new understanding of the depth of the TEKS and the level of critical thinking required for TAKS. Our commitment to using assessment data assures connection between the written, taught, and tested curriculum and is a key component for student success.

3. Communicating Assessment Results: From the moment we find out that TAKS scores have arrived in the district until the moment we call an impromptu meeting to view JES scores, our faculty eagerly awaits the results. We share the news with the entire staff and the celebration begins! After TAKS results are received in the spring, they are sent home and teachers meet individually with students and parents. Local newspapers report overall district scores. When school begins, JES holds a parent orientation at each grade level where we once again review scores. We also share results with our PTO, with our Campus Performance Improvement Council, and with the School Board. The School Board presentation is televised so the community has an opportunity to hear about our school. We hold TAKS parent nights in the fall and scores are again shared. The school report card is mailed to parents in English and Spanish along with directions on how to read the report. We also give parents a number to contact the principal if they have any questions. Our yearly report card is posted on the JES website, http://fc.bryanisd.org/johnson, as well as the TEA website. Primary grades share results from the TPRI/Tejas Lee through individual student reports in both English and Spanish and in student-led conferences as parents rotate to the "teacher table" for a more in-depth explanation of the report.

We send home weekly folders that include work samples, graded papers and a grade level newsletter. Newsletters can be sent home electronically or within the folder. Fourth and fifth grades use daily student planners, which communicate homework, behavior, and skills that are addressed within each subject area during the course of the day. Teachers' web pages include not only weekly assignments but also an overview of material presented in the classroom and a preview of "coming attractions," as well as links to enrichment activities.

JES sends progress reports every three weeks with grade cards going out at the end of each six weeks. Parents have online access to student grades and they can even request an automatic email grade report each week. This year we are excited about being able to have a dedicated computer at the front desk so that parents who do not have access to computers at home can check their children's grades.

4. Sharing Success: JES has an "open door" policy welcoming schools from around the district, county and state to observe and share our ideas of "best practices." For example, although our dual language program is only two years old, we host site visits for schools aspiring to begin their own program and present at the Texas Association of Bilingual Educators (TABE).

Within our school, district, and state, JES master teachers are often called upon to present ideas and techniques that have proven successful. For instance, staff members presented mini workshops and pioneered the district implementation of our data disaggregating software for TPRI/Tejas Lee. JES participates in our region educational service center through distance learning and facilitating workshops and is featured in region publications of best practices. We also take pride in sharing our success at Texas Honor Roll School Conferences.

Over the years, JES leadership has been responsible for mentoring district novice administrators, professional development specialists, librarians, counselors, and teachers. Our faculty is always proud to share our contributions to education. In fact, four of our teachers moved to administrative positions within the past few years. While we are proud to receive requests to share, we continue to strive for excellence and push for even greater achievement to truly ensure that no child is left behind.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

"Our curriculum is our framework for learning. It is more than just subject matter; it is a fundamental approach to the way we teach." —ROBIN ADAMS, JES PROFESSIONAL DEVELOPMENT SPECIALIST

The JES curriculum serves as a framework for achieving the broad goals for student learning in all subject areas set forth in the Texas Essential Knowledge and Skills (TEKS). Our spiraling curriculum is designed to emphasize activities that promote high expectations, increased academic achievement, active involvement, critical thinking and problem solving. The spiraling format teaches broad concepts in the lower grades, filling out those concepts with richer detail and depth for higher level thinking in the upper grades. Like all Bryan ISD schools, we use *TaskStream* lesson plan software. Within *TaskStream*, individual units directly focus on each subject area, and include sample lessons, clarifying questions, academic language, Gifted/Talented and Service Learning activities, and writing connections.

Language Arts—The JES reading curriculum is built on several key components: a phonics-based approach to language, oral language development in the early grades, a spiraling language arts curriculum, integration of that curriculum across grade levels and subject areas, and weekly fluency tests in 1st, 2nd, and 3rd grades. The overall program focuses on the essential reading components outlined in the Texas Reading Academies. We integrate writing across the curriculum through science/math journals, letters to troops, and even published, hardbound books. From language experience stories to polished compositions, writing is a focus at JES. As students incorporate the Six Traits of Writing, stories and essays come alive with feeling and voice. *Math*—The JES math curriculum builds on the TEKS, using the National Math Standards set forth by the National Council of Teachers of Mathematics. Active involvement strategies allow students to achieve proficiency in the six strands of mathematics including numbers, operations and quantitative reasoning, patterns, relationships and algebraic reasoning, geometry and spatial reasoning, concepts and uses of measurement, probability and statistics, and mathematical processes and tools. We employ involvement-heavy activities using manipulatives, group learning, the district problem solving model, and math journals to help students learn to defend mathematical thinking. *Science*—Our focus on science for the three past years has enabled us to refine our curriculum across grade levels. We focus on the implementation of hands-on lessons, staff development, and multilingual classroom resources. Texas A&M University scientists conduct science demonstration lessons and math/science connections. Beginning in kindergarten, JES students receive real world science instruction, which continues through all grade levels and culminates with a 5th grade field trip to Camp Allen, where the students have an opportunity to practice classroom lessons in a remote, outdoor environment with professional outdoor education specialists. *Social Studies*—The JES social studies curriculum utilizes the same spiraling format and integration techniques discussed earlier, blending community and cultural awareness with the TEKS emphasis on history. Hands-on activities include historical reenactments in multiple grade levels. For example, kindergarteners reenact the first Thanksgiving, while 5th graders undertake a Colonial Wax Museum. JES also utilizes community resources to supplement the social studies curriculum, including Junior Achievement volunteers at all grade levels and the George Bush Presidential Library and Museum, which offers a rich variety of historical and political essay contests, art contests, exhibits and student-focused presentations. *Special Subjects*—Our integrated, spiraling curriculum extends to special subject areas, including *Physical Education, Art, Music,* and *Character Education.* The P.E. program focuses on a coordinated approach to child health and service learning, partnering with the American Heart Association and other community groups. Music classes go well beyond teaching the fundamentals. JES students learn about other cultures through their music and celebration. Music classes support the academic curriculum by singing songs about historic figures, rapping math facts or even presenting a music program about science. The *v*isual arts curriculum emphasizes an appreciation of art, artists, and master works of art. Hands-on activities develop and foster

a love of art using multiple media and themes, incorporating additional subject areas. Character education is conducted through the *Character Counts* curriculum to assist students in making good choices while emphasizing planning and goal-setting skills.

2. Reading:

"I didn't know reading was so much fun. My friend, Ike, and I were the first ones in our class to pop our tops, and now we even know how to spell science words!" —LINA RICE, 1ST GRADE STUDENT

Students understand that JES celebrates reading. From the moment students are declared independent readers, the entire school celebrates with them as they pop their tops on our televised morning announcements. This is just one example of our school-wide emphasis on reading. The JES reading curriculum uses a phonics-based approach that embraces the development of specific components of reading, including phonological awareness, the alphabetic principle, phonics, fluency, vocabulary and comprehension. JES reading instruction is focused on helping students become *strategic* readers. We begin with the assumption that all children *can* learn to read, and we supplement with research-based strategies like whole groups and small groups, guided reading, tic-tac-toe menus, learning stations, think-pair-share, compacting and reading contracts. The Three-Tiered reading model has enhanced our differentiation and scaffolding strategies. Extended instruction, before and after school, with highly experienced teachers, increases on the second and third tiers of the model, enabling us to customize reading instruction. Grades K-2 emphasize word recognition skills through the conventions of letter-sound correspondences that foster letter manipulation, segmentation, word blending and word sorting. Placemat-style "alphabet arcs" and word walls are key activities in developing emergent readers. *Fluency checks* are, perhaps, one of our most effective strategies. Weekly fluency checks, while time-consuming, are the best method of assessing individual student understanding and truly ensuring that no child is left behind in reading. Strategies such as repeated reading, paired reading, choral reading, and readers' theater form a foundation for comprehension and competency. In the upper grades, our balanced literacy approach allows students to refine skills through authentic literature in both English and Spanish. Teachers guide discussions through think-alouds and higher level questioning. Kagan Structures (innovative ways of structuring small group interactions) promote active participation and stimulate interest and increased comprehension by asking students to think critically and problem solve together. Our campus-wide vocabulary initiative is based on Robert Marzano's *Building Academic Vocabulary*, a six-step process for systematically teaching vocabulary. The process introduces identified academic language in every content area and allows students to engage in activities and reinforcement strategies for vocabulary introduced in each subject area. Our *Accelerated Reading* program teaches intensive reading habits and allows us to individualize instruction with time set aside for reading practice. The *Star* program allows students to set individual reading goals each six-weeks based on individual reading levels.

3. Science

"I've always hoped my daughter would develop a love of science, and I give the faculty at Johnson Elementary most of the credit for my daughter's newfound ambition of being a scientist. They've made science fun for her…they've made it come alive." —STELLA BOSQUEZ, 5TH GRADE PARENT

The JES emphasis on science curriculum is noteworthy because it permeates the school. In keeping with the JES integrated approach to instruction, science is imbedded into all areas, from the morning announcements to in-class experiments. The focus on integrated learning is a key reinforcement strategy in the JES science curriculum. Morning announcements on live, closed-circuit television in all classrooms feature a science Word of the Week, and students are asked to act out the meanings of key science vocabulary. JES employs an inquiry-based science curriculum, with a heavy emphasis on hands-on activities. While "hands-on" has become an education buzz phrase, it is important to note the extra resources of time, technology, faculty training, and classroom management strategies that are necessary to pull off a curriculum that is truly hands-on. The JES curriculum is based on directives the State of Texas and the National Science Standards have deemed necessary for developing science competencies. A rich collection of manipulatives from GEMS (Great Explorations in Math and Science), AIMS (Activities Integrating Math and Science), and FOSS (Full Option Science System) supports classroom science lessons. JES emphasizes the connection between science concepts and the world around us. In studying life cycles, students predict, observe, measure, analyze, and draw valid conclusions using corn ear worms, butterfly gardens, silkworms, and ladybugs as they mature through natural stages of development. Students are motivated through the use of various forms of technology from computers to Smart Boards (interactive white boards). For example, students demonstrate mastery of science concepts by diagramming results of their data on Smart Boards and engaging in competitive, Jeopardy-style review games. To further integrate the science curriculum, students write in journals, read for information, generalize concepts, and formulate and test multiple hypotheses. Research is frequently conducted using WebQuest, and results are presented using PowerPoint, student-created games, and other innovative approaches. For instance, culminating a study on the corn ear worm, students proudly present projects to esteemed scientists at Texas A&M University. These coordinated efforts result in the use of science to reinforce reading, writing, vocabulary and math skills. Students are assessed in science through open-ended essay response questions, six-week checkpoints, performance based projects and science journal writing.

4. Instructional Methods:

"All instructional methods are not equal, and I love Johnson's mixed method approach, which is tailored to its own student environment. It's not the one-size-fits-all 'approach of the day' that so many schools and districts try. The unique blend is tweaked and refined for an ever-changing student population." — MARK TAYLOR, M.S., PROFESSIONAL EDUCATOR AND JOHNSON PARENT

JES employs a blended, mixed method approach to instruction based on previously proven methods and new, research-based approaches to address previously unmet needs. The JES Mixed Instructional Method includes elements of the following methods: *integrated reinforcement, differentiation, use of academic language, cooperative grouping, a three-tiered reading model, student-technology interaction, service learning, and inquiry-based hands-on instruction.* While many schools latch onto a single method in its entirety, JES has painstakingly picked out useful parts of multiple methods to create a hybrid blend. *Differentiation strategies*, for example, are used to customize instruction for each student. The use of Tic-Tac-Toe Menus, Design A Day, compacting, web quests, learning games, student learning contracts, jigsaws, literature groups, and flexible grouping allows the JES faculty to manage multiple levels of instruction simultaneously. Similarly, the JES *scaffolding method* blends the Texas Reading Academies' Essential Components of Reading and the 3-Tiered Reading Model to identify student learning issues early and provide support through all stages of reading development. In vocabulary instruction, JES uses Marzanno's Six Step Process for teaching *academic language* to simultaneously develop vocabulary, fluency, and reading comprehension, not just in reading, but in all subjects. The *cooperative grouping* method at JES blends *Tribes* curriculum activities with *Kagan Structures* to enhance cooperative learning

and student engagement through Pair & Share, Round Robin, Heads Down/Bottoms Up, and Talking Chips activities. In lower grades, students are divided into small "tribes" and come up with their own tribe name. *Service learning* projects with the Salvation Army, Habitat for Humanity, and the American Heart Association further enhance blended instruction, especially in the social sciences. *Critical thinking strategies* include teacher Think-Alouds, problem solving techniques, and students' applications of their own ideas and theories. A key component of our instructional strategy is the use of classroom technology for hands-on learning. For example, students use COWS (Computers On Wheels) for research, and Smart Boards (interactive white boards) to maintain focus. The JES Classroom Performance System (CPS) allows each student to have a keypad, which they use to select the correct answers in a game show approach to instruction. The CPS makes learning fun, while creating reports to further customize cooperative grouping, scaffolding, and differentiation strategies.

5. Professional Development:

"Who says you can't teach an old dog a new trick? I'd be a hypocrite to advocate a lifelong love of learning and not embrace new technologies myself! How can I meet the needs of my students if I'm not willing to change my teaching styles and strategies?"—GAY KAYE, 4TH GRADE TEACHER

The JES strategy for staff development is centered on a needs-based approach to faculty learning. We currently focus on the following areas: technology training, materials training, curriculum training, instructional strategies, SMART Goal training, and service learning. Staff development occurs in informal grade level planning times (which allows for peer coaching as needed), designated staff development days, faculty meetings, on-line training, continuing education, and conference training (district/state/national). Science curriculum training for 4th and 5th grade faculty consists of a full day of staff development at the beginning of each six-weeks, with plans to add 3rd grade training next year. Tribes training for kindergarten through third grade faculty facilitates grouping strategies. Technology training is essential to our integrated use of technology in the classroom and our ongoing commitment to the efficient monitoring of assessment results. Data analysis training teaches faculty how to disaggregate data, which drives classroom instruction. Hardware training is provided for laptops (each teacher is provided with a laptop), Smart Boards, COWS (Computers On Wheels), CPS (Classroom Performance Systems), and audio/visual equipment. We conduct bimonthly grade level team technology training based on our campus plan for each grade level. Classroom instruction and curriculum training are focused on differentiation strategies and group structuring using Kagan Structures. The JES faculty also receives Cheryl Cox Manipulatives training, which provides each classroom teacher with advanced classroom manipulatives. Mentoring is another area of identified staff development. New teachers are paired with a trained master mentor who supports them through initial campus orientation and monthly staff training. SMART Goal training (goal-setting that is Specific, Measurable, Attainable, Results Based, and Time Bound) was furnished for a core group of faculty over the summer. These teachers provided training for the entire faculty on the development of well-aligned campus, grade level, and student goals based on our greatest areas of need. Service Learning training facilitates student instruction on community giving and citizenship. Our faculty completes an annual book study, which has included *Building Academic Vocabulary, Marzano's Handbook for Classroom Instruction that Works, Differentiation in the Regular Classroom, and Dual Language Instruction: A Handbook for Enriched Education.*

PART VII - ASSESSMENT RESULTS

Subject: Reading Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Feb/April	Feb/April	Feb/April	March
SCHOOL SCORES				
% At or Above Met Standard	100%	97%	98%	97%
% At Commended Performance	45%	54%	42%	31%
Number of students tested	60	71	64	68
Percent of total students tested (TAKS)	98%	96%	96%	94%
Number of students alternatively assessed	1	3	3	4
Percent of students alternatively assessed	2%	4%	4%	6%
SUBGROUP SCORES				
1. Hispanic				
% At or Above Met Standard	100%	100%	100%	97%
% At Commended Performance	38%	57%	29%	34%
Number of students tested	29	23	24	29
2. White				
% At or Above Met Standard	100%	98%	100%	100%
% At Commended Performance	58%	58%	56%	30%
Number of students tested	24	40	34	33
3. Economically Disadvantaged				
% At or Above Met Standard	100%	95%	96%	100%
% At Commended Performance	30%	47%	33%	33%
Number of students tested	33	30	24	30

***African American subpopulation less than 10**
***Numbers include students who tested in Spanish**

PART VII – ASSESSMENT RESULTS

Subject: Math Grade: 3 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Met Standard	93%	92%	97%	94%
% At Commended Performance	45%	23%	32%	28%
Number of students tested	58	71	66	67
Percent of total students tested (TAKS)	98%	96%	96%	93%
Number of students alternatively assessed	1	3	3	5
Percent of students alternatively assessed	2%	4%	4%	7%
SUBGROUP SCORES				
1. Hispanic				
% At or Above Met Standard	97%	96%	100%	96%
% At Commended Performance	48%	30%	36%	29%
Number of students tested	29	23	25	28
2. White				
% At or Above Met Standard	100%	93%	97%	100%
% At Commended Performance	46%	20%	32%	30%
Number of students tested	24	40	34	33
3. Economically Disadvantaged				
% At or Above Met Standard	88%	87%	100%	93%
% At Commended Performance	44%	20%	35%	30%
Number of students tested	32	30	26	30

*** African American subpopulation less than 10**
*** Numbers include students who tested in Spanish**

PART VII – ASSESSMENT RESULTS

Subject: Reading Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Met Standard	95%	88%	94%	98%
% At Commended Performance	35%	35%	39%	19%
Number of students tested	63	65	70	63
Percent of total students tested (TAKS)	95%	96%	92%	94%
Number of students alternatively assessed	3	3	6	4
Percent of students alternatively assessed	5%	4%	8%	6%
SUBGROUP SCORES				
1. Hispanic				
% At or Above Met Standard	92%	88%	87%	96%
% At Commended Performance	27%	20%	20%	7%
Number of students tested	26	25	30	28
2. White				
% At or Above Met Standard	100%	92%	100%	100%
% At Commended Performance	45%	44%	50%	28%
Number of students tested	33	36	36	32
3. Economically Disadvantaged				
% At or Above Met Standard	89%	81%	88%	97%
% At Commended Performance	29%	26%	24%	7%
Number of students tested	28	27	33	29

*** African American subpopulation less than 10**
*** Numbers include students who tested in Spanish**

PART VII – ASSESSMENT RESULTS

Subject: Math Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
% At or Above Met Standard	94%	92%	97%	100%
% At Commended Performance	49%	51%	28%	20%
Number of students tested	63	65	69	64
Percent of total students tested (TAKS)	95%	96%	91%	94%
Number of students alternatively assessed	3	3	7	4
Percent of students alternatively assessed	5%	4%	9%	6%
SUBGROUP SCORES				
1. Hispanic				
% At or Above Met Standard	85%	88%	97%	100%
% At Commended Performance	38%	44%	13%	7%
Number of students tested	26	25	30	29
2. White				
% At or Above Met Standard	100%	94%	100%	100%
% At Commended Performance	61%	56%	37%	31%
Number of students tested	33	36	35	32
3. Economically Disadvantaged				
% At or Above Met Standard	86%	89%	97%	100%
% At Commended Performance	36%	41%	15%	7%
Number of students tested	28	27	33	30

*** African American subpopulation less than 10**
*** Numbers include students who tested in Spanish**

PART VII – ASSESSMENT RESULTS

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Feb/April	Feb/April	Feb/April	April
SCHOOL SCORES				
% At or Above Met Standard	100%	94%	88%	97%
% At Commended Performance	47%	43%	30%	37%
Number of students tested	62	49	66	63
Percent of total students tested (TAKS)	95%	91%	96%	93%
Number of students alternatively assessed	3	5	3	5
Percent of students alternatively assessed	5%	9%	4%	7%
SUBGROUP SCORES				
1. Hispanic				
% At or Above Met Standard	100%	86%	84%	90%
% At Commended Performance	31%	23%	9%	29%
Number of students tested	26	22	32	21
2. White				
% At or Above Met Standard	100%	100%	100%	100%
% At Commended Performance	64%	54%	50%	42%
Number of students tested	33	24	28	38
3. Economically Disadvantaged				
% At or Above Met Standard	100%	88%	79%	92%
% At Commended Performance	30%	25%	11%	31%
Number of students tested	27	24	38	26

*** African American subpopulation less than 10**
*** Numbers include students tested in Spanish**

PART VII – ASSESSMENT RESULTS

Subject: Math Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year 2003-2006 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April/May	April/May	April	April
SCHOOL SCORES				
% At or Above Met Standard	98%	98%	95%	98%
% At Commended Performance	57%	55%	30%	35%
Number of students tested	63	49	66	65
Percent of total students tested (TAKS)	95%	91%	96%	93%
Number of students alternatively assessed	3	5	3	5
Percent of students alternatively assessed	5%	9%	4%	7%
SUBGROUP SCORES				
1. Hispanic				
% At or Above Met Standard	96%	95%	94%	96%
% At Commended Performance	41%	27%	19%	22%
Number of students tested	27	22	32	23
2. White				
% At or Above Met Standard	100%	100%	100%	100%
% At Commended Performance	73%	83%	43%	45%
Number of students tested	33	24	28	38
3. Economically Disadvantaged				
% At or Above Met Standard	96%	96%	92%	97%
% At Commended Performance	39%	29%	21%	24%
Number of students tested	28	24	38	29

*** African American subpopulation less than 10**
*** Numbers include students who tested in Spanish**