

School Renewal Plan Information

**4001 - Richland County School District One (4001) Public District - FY 2023 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

21st Century Graduate Profile

*** Plan Submission**

- School does not utilize Cognia
- School utilizes Cognia

*** Phase of Plan**

- Initial 5-year plan
- Update 1
- Update 2
- Update 3
- Update 4
- Update (due to Waiver)

*** State and Federal School Improvement Status - if applicable**

CSI ▼

School Plan Contact Information

*** Name**

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*** Principal's Name**

Isaac McClinton

*** Board of Trustees Chairperson's Name**

Cheryl Harris

*** Date of Plan Approval by the Board**

03/12/2019 

Stakeholders and Mission and Vision

**4001 - Richland County School District One (4001) Public District - FY 2023 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

Stakeholder Names

Principal

Name	* Isaac McClinton
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Teacher

Name	* Sheron Capers
Name	* Mario Ramon
Name	* Tammie Wells
Name	* Kadesha Gordon-Simms
Name	* Charlotte Bishop
Name	* Calvernetta Williams

Parent/Guardian

Name	* Shanita Seymore
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Community Member

Name	* Moses Felder
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School Level Administrators

Name	* Nicole Irby
Name	* Deon Wallace
Name	* Kevin Wilson

School Read to Succeed Literacy Leadership Team Lead

Name	* Valerie Lewis
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School Read to Succeed Literacy Leadership Team Member

Name	* Monica Langley-Evans
Name	* Anatasiya Shchetynska
Name	* Tonisha Vanderhorst
Name	* Kezia Valabhapuram
Name	* Kadesha Gordon-Simms
Name	* Jamella Boykin
Name	* Dameon Franklin

School Improvement Council Member(s)

Name	* Trinity Anderson
Name	* Shanita Seymore

Name	* Monica Langley-Evans
Name	* Valerie Lewis
Name	* Leslie Hughey
Name	* Marquita Townes
Name	* Adrieanna Williams
Name	* Leroy Cannon
Name	* Johnny Ray
Name	* Paxton Simpson
Name	* Earnest Stroman
Name	* Cindy Andre-Noel
Name	* Isaac McClinton
Name	* Deon Wallace
Name	* Kevin Wilson

School Gifted and Talented Coordinator

Name	* Nicole Irby
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School Federal Programs Coordinator

Name	* Deon Wallace
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Other Stakeholders

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Position	Name
Community Member	Leroy Cannon

(Optional) Enter mission, vision, beliefs, and/or values.

Needs Assessment Data

4001 - Richland County School District One (4001) Public District - FY 2023 - C. A. Johnson High (4001011) Public School - School Renewal Plan - Rev 0

State Report Cards for Districts and Schools

*** Provide the link to your school's most recent Report Card**

<https://screportcards.com/overview/?q=eT0yMDIxJnQ9SCZzaWQ9NDAwMTAxMQ>

Provide additional school's needs assessment data including both formative and summative assessments used to gauge student learning.

C. A. Johnson High School

Comprehensive Needs Assessment

C. A. Johnson High School (CAJHS) opened in 1949 as the third high school designed to serve African American students in the midlands. The school serves grades 9-12 in Richland County School District One, which is in the heart of downtown Columbia, South Carolina. Based on previous labor reports, the 29204-zip code can be classified socio-economically as a lower middle-class community.

However, school conditions, individual personality traits, home environment, and the economic context in which students attending C.A. Johnson High School live are risk factors immersed in the community that impact their academic, social and behavioral performances with lifelong consequences.

C.A. Johnson High, a Health Sciences Magnet (HSM) school, strives to provide each student with an individual path to ensure a high-quality education and leadership qualities that will carry each student as he/she ascertains individual achievement goals that are aligned to the Profile of the South Carolina School High School Graduates.

The C. A. Johnson High student body consists of a transient population that fluctuates throughout the school year. The 45 ADM Report for 2021-2022 reflects an enrolment of 381.

Grade	Enrollment	Male	Female
9th	133	63	70
10th	93	34	59
11th	64	29	35
12th	91	50	41
Totals	381	176	205

(As of April 26, 2022)

The enrollment has increased from 368 in 2019 to 381 in the 2021-2020 school term. Currently, the 2020-2021 enrollment is 407. With approximately 83.2% of students qualifying for free or reduced-price lunch, CAJHS has a poverty ranking of 96. %. The demographic breakdown, which reflects a high minority population, is as follows: 95.1% AA, 1.1% Caucasian, and 3.8% other, inclusive of 19.5% of the population with disabilities.

Two middle schools, W.A. Perry and Alcorn, serve as feeder schools. The current student attendance is 84.98%. The chronic student absenteeism rate is currently at 65.1%.

Although our students face other significant challenges, the graduation rate is currently 76%. This is an increase from previous years.

Ultimately, these risk factors have lifelong consequences that must be addressed with academic and behavioral interventions.

C.A. Johnson High School is a Title I and Comprehensive Support and Improvement (CSI) school. A CSI school is defined as a Title I school performing at or below the 5th percentile of all Title I schools in the state. Additionally, CAJHS received an “unsatisfactory” rating on the State Report Card.

To improve academic achievement and provide student support, the administration and teachers work to employ teachers who are committed to improving the classroom environment.

	C. A. Johnson High School
Total Number of Teachers	38
Percent of teachers with advanced degrees	87%

Additional support is provided by three school counselors, as well as a job coach, a Jobs for America’s Graduates (JAG) specialist, one media specialist, graduation coach, and a grants and special projects specialist. The teacher to student ratio in core subjects is 15.8 to 1, which is down from 16.7 to 1.

The Impact of COVID-19 on Student Achievement

Due to the continuation of impact on our school due to COVID – 19, there were adjustments in the teaching of students, in addition the areas of assessment administration. Seventy-five percent of parents during the pandemic

chose the virtual school option which became an area of concern.

“Academic learning losses in reading and math are a growing concern across the U.S. and globally, especially for children living in low-resourced communities that have been disproportionately affected by the abrupt shift to remote schooling. However, many are equally concerned about the harder-to-predict developmental effects of ongoing social deprivation, both in and out of school, for children. A core part of children’s social experience—interacting with other kids in school and on playdates—has been stripped away and disappointingly replaced with virtual get-togethers and pandemic school.”

Hadani, H. (2021).

[Coronavirus and schools: Reflections on education one year into the pandemic \(brookings.edu\)](https://www.brookings.edu/articles/coronavirus-and-schools-reflections-on-education-one-year-into-the-pandemic/)

What can be done to mitigate these negative impacts? Many parents and educators share a common concern: When the pandemic subsides, students will return to school with lower achievement and learning loss. In schools of poverty, there are also concerns that the gap between high- and low-achieving students will increase.

C. A. Johnson High School will need resources and differential support to continue to rebuild the level of loss in learning suffered from the pandemic. Even though due to the production of a COVID-19 vaccine; the social and emotional impact to students will continue to be a concern to improve achievement. The ways we support students’ social and emotional needs are essential.

As a result of the COVID-19 pandemic, school closures, and increase in remote learning, more support for students in social emotional areas and learning loss are needed. Teacher training and professional development opportunities in these areas are paramount to improve learning loss.

The Title I School-Wide Plan was developed with the participation of key stakeholders, including parents, students, teachers, a business-community partner, administrators, and support staff. Verbal feedback, parent surveys, and engaging planning meetings were opportunities for relevant feedback.

ACADEMICS

The focus for instruction is driven by analysis of district, state, and national assessments that are administered at the beginning of school, in nine-week intervals, and/or continuously throughout the school year.

Each year, test results from numerous assessment sources, including End of Course Examination Program (EOCEP), Advanced Placement Test (AP), WIN Ready to Work, Preliminary Scholastic Aptitude Test (PSAT), STAR, and American College Testing (ACT), are analyzed to identify specific strengths and weaknesses in student performance.

The STAR Reading Assessment was administered during the 2021-2022 school year (August 2021 through June 2022). The purpose of the assessment screening is to determine students' reading achievement levels, needs and growth.

The Star Assessment Report this year revealed the following results:

	First Test in Time Period		Last Test in Time Period	
Performance Standard	Students	Percentage of Students	Students	Percentage of Students
At or Above Level	8	7%	10	19%
On Watch	16	15%	11	20%
Intervention Needed	27	26%	24	44%
Urgent Intervention	56	52%	9	17%

Total Tested	107	100%	54	100%
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Due to COVID-19 conditions, the total number of students tested during the year fluctuated and revealed a significant decrease from the non-COVID era.

To assist this student population for further advancement, the following actions should be employed: increase the understanding and use of data decision-making, provide opportunities to students who show significant progress, provide appropriate levels of intervention and support to students who are showing little growth, determine if students with zero or negative reading growth need to be re-assessed and to provide the needed support.

While we are seeing some gains, there is a need to address instructional approaches, with a clear focus on specific literacy standards (reading and writing instruction) and the need for targeted differentiation of students in ELA and mathematics. Teacher teams will work closely with interventionists to analyze data, determine appropriate instruction, and develop assessment more aligned to target weakness. A target plan for continuous improvement is needed.

End of Course Examination Program (EOCEP) requires the development of end-of-course examinations in gateway or benchmark courses. Students at C.A. Johnson High School have demonstrated slight gains in the areas of U.S. History and English on the EOCEP, however they continue to struggle in core content areas and lag their peers at similar schools.

The 2021 EOCEP data from the CA Johnson 2021 High Snapshot Report in the areas of Algebra, Biology, English, and U.S. History data analysis reveal:

- 62% of all students tested did not pass the state Algebra 1 EOCEP test (52% District)
- 70% of all students tested did not pass the state Biology 1 EOCEP test (52% District)
- 13% of all students tested did not pass the state English 2 EOCEP test (15% District)

- 54% of all students tested did not pass the state U.S. History EOCEP test (46% District)

The SAT is a standardized test for high school achievement and college admissions that assesses high school students' general educational development and their ability to complete college-level work. Students at C.A. Johnson High School has made significant gains on the SAT over the past two years. The composite score is the average of the Evidence Based Reading and Writing section and the Math section.

In 2021, students at CAJHS had an average composite score of 930 on the SAT. In 2020, students at CA Jonson had an average composite score of 848 on the SAT. The 81-point increase shows significant growth.

The WIN Ready to Work replaced the Work-Keys in 2018 and is a career readiness assessment administered to all eleventh-grade students. The credential shows the degree to which students have mastered the skills and assesses their level of accomplishment. To receive a certificate level, a student must test in all three areas of locating information, Reading for Information, and Applied Mathematics.

WIN assessment was administered in the spring of 2021. Data from the 2021 WIN assessment showed significant growth from the 2020 results. Students can receive a bronze, silver, gold, or platinum certificate. The percentage of students at each level includes: no certificate 14.3%; 35.7% bronze; 42.9% silver; 7.1% gold, and 0% platinum. In 2021, the majority of CAJHS students obtained CCR status by performing at silver or above.

In 2021 CAJHS had a 74% graduation rate. The 74% graduation rate is the highest since inception. Within the last two years, CAJHS has steadily improved. Preliminary data for the 2022 graduation rate shows projections for continued growth.

	2017	2018	2019	2020	2021
School	72.0	68.4	62.6	70	74.4

District	78.90	78.10	82.2	82.9	85.9
State	84.60	81.0	81.1	82.1	83.3

The focus, which was initially on seniors, had not been successful. Research indicates a need for a more proactive approach to increasing the graduation rate, which includes prevention efforts at the ninth-grade level. The concern is the learning loss experienced and the effects that the upcoming graduation rate can experience due to COVID is a concern. An intense academic plan for continuous improvement must be maintained to avoid a decrease in graduation percentages in the coming years.

The following were identified as strengths related to student achievement:

- Opportunities for tutoring, afterschool, and extended day programs for extra help are provided.
- 1 to 1 student digital devices, as well as advanced technology, are available for all students.
- Use of more data in the decision-making process is done during data team and PLC meetings to build a data driven culture to impact student achievement. Leadership works with data collection, data analysis, and planning for classroom instruction.
- Reading across the curriculum/balanced literacy has increased.

According to the South Carolina State Department the 2020 Cognia Diagnostic Review Report for CAJHS improvement is needed to monitor and implement instructional practices with fidelity. Classroom observation data revealed learning environments with low expectations and a lack of rigorous instruction, which paralleled student achievement data results. Findings revealed a need to fully implement a continuous improvement process (more

targeted professional development, improvement planning, and the use of formative assessment data to drive instructional decisions). Classroom observation data reflected a heavy reliance on traditional teacher-centered learning environments with little student engagement. Stakeholders' perception data indicated a need to improve instruction in order to ensure it is continuously adjusted to meet student learning needs based on current and emerging formative assessment data.

The following were identified as indicators of instructional needs of students:

- Low passing rates on state assessments
- Low high school graduation rates
- Low ELA achievement
- Low math achievement
- Low participation in activities that predict future success (such as supplemental tutoring and extended day programs)

The following were identified as reasons for instructional needs

- Low school engagement
- Teacher/school understanding of children of poverty culture and unique needs
- High mobility and low attendance
- Records transfer and school transitions
- Limited parent involvement
- Limited prior schooling and experience

The following were identified as barriers to success:

- Systemic barriers
- “Fixed Mindset” of students and staff
- Poverty and economic hardship
- Lack of technology access at home (More evident during COVID-19)
- Lack of access to “resources” and exposure to diverse academic and cultural experiences
- Lack of training in life(soft) skills that may help with school/work attendance
- Lack of prior knowledge or experience with school culture and course requirements

The following were identified as support service needs:

- Parent involvement (including strategies to support positive behavior and education in the home)
- Transportation
- Mentoring and support from a non-parental adult
- Neighborhood violence and traumatic life experience prevention
- Targeted academic intensive intervention and support during transition year (9th grade)

- Access to mental health services
- A compassionate and caring school community
- Focus on recognizing positive academic and behavioral behaviors (attendance, academic, disciplines, etc.)
- Use of technology to facilitate barriers related to online access to course content, school attendance, and teacher-student relationship

To address the academic success of students, C. A. Johnson High School is committed to comprehensive staff development and teacher training. Goals, objectives, and assessments are based on needs as identified by the staff development survey. School-wide staff development provides training opportunities for school improvement efforts for both certified and classified staff members.

C.A. Johnson High School provides leadership capacity and knowledge by providing school and instructional leaders with training through AVID, High Schools that Work Annual, and other content specific conferences.

Because of the impact AVID has had on increasing student awareness of college and career readiness, teachers will participate in the summer training institute. AVID helps educators implement and refine instructional practices. They also help educators provide the key academic and social support students need to be successful and improve student achievement.

Additionally, teachers need professional development to address classroom management.

Targeted instructional interventions/coaching in particular areas of differentiation of instruction, developing formative/common assessments, and how to use data to drive instructional decision- making for improved achievement---especially in ELA, mathematics, and other common core areas.

These strategies will give teachers the tools to produce well-crafted, well-taught lessons that engage the students. By seeing first, then experiencing how the design and delivery of a lesson come together in a real classroom – via coaching and modeling - with students; based on research proven effective.

ATTENDANCE

Teacher and student attendance impacts crucial instructional time, which results in a decline in student achievement. We encourage teacher attendance through professional development and incentives.

Our 2021 - 2022 teacher attendance rate is 89.1% which decreased from the 2020 – 2021 school year of 93.3%.

The 2021-2022 chronic student absenteeism rate is currently 65.1%.

2021 –2022 Chronic Student Absenteeism			
9th Grade	10th Grade	11th Grade	12th Grade
72.3%	62.2%	61.4%	58.9%

Ninth graders had the highest chronic absenteeism rate based on the following factors:

- Many 9th grade students were virtual in 2020-2021
- Challenges returning to school
- Pre-existing IAP's
- Some students are repeating the 9th grade
- High rate of suspension

DISCIPLINE

For students to be able to maximize their learning, the school environment must be safe and disciplined. In the past, student discipline has posed a challenge for improving school climate. At the beginning of the school term, orientation is provided for parents and students. The administration meets with each grade level to review behavior expectations and the district's Code of Conduct. Parents also receive a copy of the Code of Conduct and the school's agenda book.

Previously, in 2019, approximately 350 discipline referrals were administered, including 231 - 9th graders, 79 – 10th graders, 24 – 11th graders, and 16 – 12th graders. Refusal to obey/defiant (36), tardy (4), disrupting class (45), and cutting class (84) were listed as the top violations, which resulted in a suspension rate of 42.6, which is an increase from 40.6 in 2018.

Up from 0.7%, 2.8% of our out-of-school suspensions or expulsions were for violent and/or criminal offenses. Some of the behavioral issues have directly affected the retention rate of students. The percentage of students retained was 5.0 in 2018, which was down from 6.4 in 2017.

During the 2021– 2022 school year, since transitioning to face 866 discipline referrals were administered including 437 - 9th graders, 232 – 10th graders, 112 – 11th graders, and 85 – 12th graders. Refusal to obey/defiant (144), Phone Violation (77), disrupting class (54), and cutting class (193) were listed as the top violations. For the majority of the 2019-2020 school year the students were in a virtual setting due to the Covid 19 pandemic. Therefore, we have noticed an increase in discipline referrals since students have returned to a face-to-face setting.

To address the suspension and behavior issues, best practices will be implemented; guidance will be provided to individuals and groups to facilitate positive and healthy behaviors to eliminate negative or destructive conduct.

Training programs that focus on de-escalation techniques as a method of prevention are needed to reduce verbal and physical altercations. Teaching faculty and staff techniques to defuse potentially dangerous situations requires training. Communication is a key factor in the ability to de-escalate any situation. Building relationships and trying to understand where the person is coming from can be learned.

Additionally, implementing behavioral research-based initiatives that are designed to increase a school's sense of safety and prevent additional risky behaviors to support improved academic outcomes.

CULTURE AND CLIMATE

The SC State Department of Education administered the Teacher, Student, and Parent Opinion Surveys

Number of Surveys Returned	Teachers	Students	Parents
Percent satisfied with learning environment	82.5	69.1	68.1
Percent satisfied with social & physical environment	87.5	84	70.2
Percent satisfied with school-home relations	52.5	85.2	76.6

Based on the most recent survey, the levels of satisfaction vary dramatically from the perspective of the teachers, students, and parents. Obvious differences exist in the category of school-home relations. Although only parents participated in the survey, this data validates the low expectations, which matches the school's performance, as well as the need for more active parental engagement.

According to the Cognia Diagnostic Review Report for CAJHS (2020), the two highest rated items were on the equitable learning environment and the treatment of students. Learning Environment was rated in 65 percent of the classrooms. Although, equitable environment was in more than half of the classrooms, improvement with professional learning is still needed.

PARENT AND FAMILY ENGAGEMENT

Family, school, and community engagement in education is a critical component in promoting college and career readiness so that students can successfully compete in today's global society. School districts throughout the country are beginning to recognize that parent and family engagement should be an integral part of school reform.

Richland One has implemented a "Cluster Support Model" for parent and family engagement designed to ensure that school, parent, and community partnerships are integrated and aligned with each school's mission and are an integral part of school reform. The Cluster Support Model is based on Joyce Epstein's Framework of Six Types of Involvement which are: Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.

C. A. Johnson High School has parent leaderships committees. The Parent Advisory Council and NNPS Action Team for Partnerships meet to come up with a strategy to get more parent engaged and involve to determine the effectiveness of the parent and family engagement of the school and to strategize and create new activities to address the school's needs. Due to our school's socioeconomic challenges, our parents have indicated that they struggle to attend school academic functions for various reasons, including transportation issues.

Communication is another key factor in increasing parental involvement. Throughout the year, materials were provided, and events were scheduled in response to the identified deficits: math/literacy, technology, and literacy topics. Examples include family learning events, brochures about educational topics, and open house displays. All events were held virtually.

Parents are also informed about grading practices, academic standards, promotion/graduation requirements, athletic requirements, etc. for their children. This information is shared through parent/teacher conferences throughout the year and also on quarterly progress reports.

In addition to parent education sessions, there are many designed to assist the school with engaging families and the community. The Parent and Family Engagement Specialist continuously meet one-on-one with parents to assist with needs as identified by the school or by parent request. Community and business partners are a crucial asset in meeting the needs of these individual families. Parent and Family Engagement Specialists work closely with School Social Workers and School Counselors to ensure families are supported and informed.

The average number of attendees to parent and family engagement education sessions was 5 parents. We will continue to use various forms of communication to increase awareness of programs and resources. Various forms of communication, including telephone, texting, e-mailing, web site, newsletters, and auto-dialer messages, will be utilized.

The latest statistics released from the Center for Recruitment, Retention, and Advancement are an unfortunate indication that the teacher shortage in our schools continues to increase each year:

- Approximately 5,300 teachers left their jobs last year and are no longer teaching in South Carolina public schools.
- 35% of teachers who left had five or fewer years of experience.
- Districts continue to rely upon out-of-state, international, and alternatively certified teachers to fill these vacancies.

*(COVID-19 data when released on teacher retention are likely to reveal increased teacher shortages)

Schools of poverty, including C. A. Johnson High School, are disproportionately affected by the teacher shortage. The Health Science Magnet instructor was vacant for half a year. Teachers left the Health Sciences Magnet program, and efforts to fill the vacant positions were difficult. A retention program, New to CAJHS, was implemented to assist teachers' transition to the school. Teachers new to the profession lack experience teaching students in poverty. As a result, teachers have documented issues with classroom management, and they often succumb to lowering standards for academic expectations.

Educational research and theory point to three elements that must be present for high levels of student learning to occur: rigorous content, advanced educator knowledge and skills, and high levels of student engagement. Instructional rigor is low. A large percentage of classrooms visited were found to have low technology integration and student engagement, as well as instructional strategies that peaked at the “remembering” or “understanding” levels – the two lowest on the rigor continuum and Bloom’s Taxonomy and DOK. Under the current leadership of a new administration and two new assistant principals, the school has established a new instructional focus.

The administration and teachers participate in annual teacher recruitment fairs. However, recruiting and retaining teachers in schools of poverty continues to be a challenge.

TECHNOLOGY

Students in grades 9-12 have laptops. Even though we are a 1 to 1 school, our media specialist has documented an increase in problems. With an onsite technology support person, we are able to repair some of the laptops without submitting a ticket but due to 90% must be sent off site for repairs, which reduces the number of loaners for student use.

We experience a tremendous volume of computer repairs. Many of the repair problems, such as, cracked screens, missing keys, damaged keyboards and cases, etc., result from students not taking care of laptops or the age of equipment. Our 46 iPads are out of date and cannot be reimaged. We do have 10 new iPad and otter box cases for classroom instruction integration.

Since technology use is required, teachers need to incorporate learning activities around the use of technology. For teachers to effectively incorporate technology-based lessons and activities, professional development is needed on a regular basis. Professional development, including blended learning lessons, would increase their technology proficiency. Additionally, AltSchool, which is a smart classroom management software that helps teachers and students collaborate in the classroom while staying safe online.

Research shows that educational experiences that are active, social, engaging, and student-owned results in deeper learning. The benefits of such collaboration include a development of higher- level thinking, oral communication, self-management, and leadership skills. Collaborative learning, combined with technology, will be used to implement project-based learning.

Technology will be utilized to provide extended practice, differentiate and accelerate learning. Our core curriculum areas will offer online resources for teachers, students and parents.

Additionally, students and staff will be able to participate in simulations and distance learning activities.

Teachers will build on the use of technology to increase student engagement and “time on task” for individualized learning. Since online programs feature assessment tools and data management systems, teachers will be able to target instruction to specific needs more effectively. Several programs are also available for use by students.

In addition to providing varied data resources, C.A. Johnson will continue to provide technology support resources, such as USA Test Prep, TCA Test prep, Career Ready 101, ABE, NEWSELA, etc., for students and staff.

CONCLUSION

In conclusion, the comprehensive needs assessment for C. A. Johnson High School provides justification for the following areas of focus:

- Implement and monitor best practices and multi-tiered strategies to address high risk behaviors such as high mobility and transition, continuity of education, high absenteeism, and 9th grade failure and discipline rates.
- Provide mentoring and support for 9th and 12th grade students by providing staff that will focus on the targeted group.
- Implement and monitor MTSS to provide targeted support to struggling students. Under the direction of the academic interventionist, the goal of MTSS is to intervene early so students can catch up with their peers, as well as screen all students and aims to address behavioral and academic issues.
- Provide training, instructional interventions and coaching, instructional strategies, and guidelines to improve outcomes for learning. Using technology, including Schoology and MTSS TEAMS, that engages students more actively with the teacher or other students must include video conferencing and discussion forums.
- Increase focus on core content areas – especially reading and mathematics.

- Minimize issues encountered by secondary students, including difficulty with credit recovery, difficulty passing required assessments, high dropout rates, and a need for a more rigorous post-secondary preparation.
- Provide and utilize “creative and innovative” approaches, school-community partnerships, and strategies to increase student enrollment in extended day and college and career readiness programs.
- Provide access to appropriate support and instruction based on understanding of children in poverty and family needs.
- Provide adequate time for staff and professional development opportunities, including conferences, workshops, data meetings, book studies, PLCs, etc.
- Increase support for and efforts to recruit and retain highly effective teachers, with emphasis on the Health Sciences Magnet Program, based on best practices for recruitment and retention.
- Increase opportunities for parents to engage with staff in a climate/environment where they feel welcome and understood. Provide practical tips for supporting the education of their children.
- Implement Restorative Justice Principles and Practices to foster culturally appropriate relationships and interactions.
- Provide on-site Restorative Justice training for all staff to create a contextualized plan for the school.
- Continue Relationship Mapping to ensure that each student has a positive connection with at least one adult in the school.
- Implement a Student Advocacy Program/Advisor/Advisee Program
- Address social/emotional wellness programs for students, staff, and parents
- Book- Onward by Elena Aguilar- Guide to cultivating educator resilience, with the aim to empower educators, and help manage stress
- Explore AVID Advisory Curriculum

- Purchase subscription to Book Creator
- Explore instituting the Freshmen Academy model for 2022-23
- Provide professional development for Math Nation
- Continue to utilize LearnEd notebooks for Biology I
- Explore the utilizing AVID monthly for secondary schools
- Provide professional development training in the following areas: (a) collective efficacy,

(b) equitable learning, (c) student engagement, (d) differentiated instruction, and

(e) planning for utilizing best practices and disciplinary literacy.

Executive Summary of Needs Assessment Data

**4001 - Richland County School District One (4001) Public District - FY 2023 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

Per SBE Regulation 43-261, the annual needs assessment will provide focus for planning teams to set priorities for the plan. The comprehensive needs assessment must identify targeted areas of discrepancy between the desired performance levels and the current status as indicated by available data. Any discrepancies in the following areas identified by the school report card must be included in the plan: (1) achievement, (2) achievement by subgroups, (3) graduation rates, (4) attendance, (5) discipline, (6) teacher/administrator quality and professional growth, and (7) other priority areas.

Measurable performance goals, written in five-year increments, shall be developed to address the major areas of discrepancy found in the needs assessment in key areas reported in the school report card.

State Report Cards for Districts and Schools

In the appropriate boxes, use school data to identify areas in need of improvement. Required areas to be addressed are: Student Achievement, Teacher/Administrator Quality, School Climate, and Gifted and Talented.

Student Achievement, including sub-groups

* Early Childhood/Primary (PK-2)

N/A

* Elementary/Middle (3-8)

N/A

* High School (9-12)

School Four-Year Cohort Graduation Rate

2019	2020	2021	2022(Projected)
62.6	70.7	74.2	77.7

Based on the 2020-2021, on time graduation rate, performance showed an increase in the number of students completing high school on time. Overall, our on-time graduation rate increased by 4.2%.

CAJHS was initially identified as a Comprehensive Support and Improvement School(CSI) because of the graduation rate of less than 70.%. We will specifically target growth in the areas of disciplinary literacy, differentiated instructions, data analysis, high yield instructional strategies, evidenced-based interventions, practices, and strategies.

* Teacher/Administrator Quality

Teacher Retention

Percent of teachers returning from previous year - current year 76.3

Percent of teachers returning from previous years - three-year average is up from 72.7 % to 73.8%

Percent of teacher vacancies for more than 9 weeks 3.0 Up from 0.0

CAJHS is a small inner-city school consisting of 42 teachers, including two .5FTEs. The school's location presents some obstacles to overcome in efforts to recruit and retain effective and highly qualified teachers.

We want to increase our teacher retention rate to 84.5% by 2023-2024.

The school will continue to provide professional development activities for teachers to improve academic performance and focus on 100% attendance for results. The school will provide professional development to increase capacity and collective efficacy in all areas. A school-based leadership preparation program and school-wide orientation plan for teachers transitioning to CA Johnson from other schools will also be implemented. Staff will attend AVID training and participate in professional learning in the areas of planning, differentiated instruction, data analysis, student engagement, disciplinary literacy, and social/emotional wellness.

* School Climate

Chronic Absenteeism Rate 65.1

CAJHS strives to create a climate that is welcoming and supportive of our students, parents, teachers, and community. We will continue in our efforts to implement student advocacy programs with fidelity to decrease the number of students absent from school. We will utilize relationship mapping where each student will be assigned a caring adult to build relationships and support social/emotional learning and student achievement. We will also fully implement Restorative Justice practices school-wide to promote a positive school culture through decreasing the number of students impacted by exclusionary disciplinary practices.

Other (such as school priorities)

* Gifted and Talented

N/A

4001 - Richland County School District One (4001) Public District - FY 2023 - C. A. Johnson High (4001011) Public School - School Renewal Plan - Rev 0

Plan Items

1 Student Achievement*

Performance Goal:

Performance Goal Area: 1 Student Achievement* By 2024, 85% of C. A. Johnson High School's students will graduate within 4 years of entering 9th grade.

PM 1.1 Increase on-time graduation rate to 80% by June 2023

Analysis of Actual vs. Projected Data:

Our baseline graduation rate (5 years ago) was 57.1% and our projection is to grow by 5% or more annually to reach our goal of 85% by 2024. Projected Grad Rate 2022: 77% Grad rate 2020: 70.7%

S 1.1.1 Power school grade report, chronic absentee report, student interactive notebooks, teacher observation, student goal setting documents, STAR data, coaching logs, professional learning plan, AVID CCI document, graduation rate report and social/emotional learning surveys.

Evidence-Based Research:

Issue Brief: Mentoring by U. S. Department of Education Office of Planning, Evaluation and Policy Development. January 2019. Implementing Effective Youth Mentoring Relationships for High School Students. Summer Learning Communities Program. Cindy Sturtevant Borden. Best Practices in Raising High School Graduation Rates. Hanover Research. March 2014. Research - Listening to Disconnected Youth - What We Have Learned. Washington Student Oral Histories Project (WSOHP). Brief - September 2017.

AS 1.1.1.1 Fully implement a Freshmen Academy model to support the academic achievement of first year 9th grade students.

Action Step:

Utilize a school counselor to support high yield instructional strategies, organizational skills, progress monitoring, goal setting, disciplinary literacy and social emotional learning. fully implement MTSS school wide, and work with the PBIS Coach and guidance department to assist students with transition, reduce the retention rate, implement mentoring, and become acclimated to high school.

Person Responsible:

Issac McClinton

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

Funding	Grant	Notes	Amount
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Application			
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal -Salary-46,000.00, Ben-13,000.	\$59,000.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI Additional State -Instructional Supplies	\$500.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Salary-54,517,Benefits-22,918	\$77,435.00
	Comprehensive Support and Improvement (CSI)	20-21 CSI State-Salary-\$51,232.18;Ben-\$22,053.68	\$73,286.16
	Comprehensive Support and Improvement (CSI)	21-22 CSI State-Contracted services for students	\$24,000.00
	Comprehensive Support and Improvement (CSI)	21-22 CSI State-Technology equipment-\$36,000.00	\$36,000.00
Title I Part A	Title I Part A	General Funds	\$500.00
			Total \$270,721.16

AS 1.1.1.2 Increasing college and career readiness.

Action Step:

Supporting at-risk students through the implementation of AVID school wide.

Person Responsible:

Administration & Graduation Team

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Instructional Supplies	\$5,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Office Supplies	\$1,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Printing and Binding	\$1,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Professional Development	\$5,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Salaries-5,000.00 Ben- 1,000.00	\$6,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Software Licenses	\$5,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Student stipends-8,000, B-2,500	\$10,500.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Transportation-Field Trip	\$2,000.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State- Salaries- \$5,000 Ben- \$864.00	\$5,864.00
	Comprehensive Support and Improvement (CSI)	18-19 CSI State-Admission Fees	\$2,500.00

Comprehensive Support and Improvement (CSI)	18-19 CSI State-Consultant/Speaker Fees	\$2,000.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Instructional Supplies	\$7,500.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Printing	\$1,000.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Refreshments	\$2,675.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Salaries-7,000.00 ben-2,063	\$9,063.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Software Licenses	\$2,000.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Substitute-Salaries-1,000,Ben-250	\$1,250.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Technology	\$6,000.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Technology Supplies	\$1,500.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Transportation-Field Studies	\$9,000.00
Comprehensive Support and Improvement (CSI)	18-19 CSI State-Transportation-Home/School	\$5,000.00
Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-School to home transportation	\$2,500.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- 4-H Leadership-Benefits-\$600	\$600.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- 4-H Leadership-Pur Ser-\$2840	\$2,840.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- 4-H Leadership-Salary-\$2100	\$2,100.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- 4-H Pinckney Leadership reg-\$600	\$600.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Ben-Lead Teacher-\$1,200.00	\$1,200.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Benefits, IA's-Transition-\$370	\$370.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Benefits-Transition-\$2,500.00	\$2,500.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Career Seminar-Benefits-\$210.00	\$210.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Career Seminar-Salaries- \$735	\$735.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Career Seminar-Trans-Field-\$2500	\$2,500.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- College/career-furniture-\$7500	\$7,500.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- HNT-Staff Lodging-\$2, 000	\$2,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Sal-Lead teacher-\$4,000	\$4,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Salaries, IA's-Transition-\$1,275	\$1,275.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- Salaries-Transition-\$8,880.00	\$8,880.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- SAT/ACT Ins-Reg-\$10,000	\$10,000.00
Comprehensive Support and Improvement (CSI)	19-20 CSI State- SAT/ACT-Printing/binding-\$1000	\$1,000.00

	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Technology equipment- \$5000	\$5,000.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Trans-Field Study-\$1000	\$1,000.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State- Trans-Home to School-\$1250	\$1,250.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State-Career Seminar-Benefits-\$425.00	\$425.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State-Career Seminar-Refreshments-\$600	\$600.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State-Career Seminar-Salary-\$1470.00	\$1,470.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State-Career Seminar-Supplies-\$2,195.00	\$2,195.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State-HNT-Instructional supplies-\$1,000	\$1,000.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State-HNT-Purchased services-\$16,000	\$16,000.00
	Comprehensive Support and Improvement (CSI)	19-20 CSI State-HNT-transportation-\$1,250.00	\$1,250.00
	Comprehensive Support and Improvement (CSI)	19-20- Career Seminar-Speakers-\$1,500.00	\$1,500.00
	Comprehensive Support and Improvement (CSI)	20-21 CSI State-Technology Equipment-\$16, 713.84	\$16,713.84
Title I Part A	Title I Part A	CSI grant funds and General Funds	\$20,000.00
		Total	\$211,565.84

AS 1.1.1.3 Students at risk of not graduating will be monitored by the graduation team and will receive appropriate interventions.

Action Step:

The graduation team will monitor at-risk students and create action steps to facilitate on-time graduation through utilizing the district's Excel, evening high school, and virtual school.

Person Responsible:

Administrators, Graduation Team, Teachers, Counselors

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	18-19 CSI Federal-Professional Development	\$20,000.00
Title I Part A	Title I Part A	CSI grant funds	\$8,000.00

AS 1.1.1.4 Hire a consultant to address the academic and social/emotional needs of students.

Action Step:

Hire a consultant to fully support implementing MTSS school wide and provide professional learning in the areas of high yield literacy strategies, data analysis, differentiated instruction, and social emotional learning/social emotional wellness.

Person Responsible:

Issac McClinton

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

2 Teacher/Administrator Quality*

Performance Goal:

By 2024, CA Johnson will retain 88% of teachers through increasing collective efficacy and supporting social/emotional wellness.

PM 2.1 By 2023, increase teacher retention to 82%.

Analysis of Actual vs. Projected Data:

The 3 year average of the percent of teachers returning from previous years is up from 72.7% to 73.8%.

S 2.1.1 Classroom observations, registrations/agendas, Title I Staff Development Plan, meeting agendas/notes, evaluations, conferences, site visit reports, coaching logs, and mentor logs, teacher leader logs, and surveys.

Evidence-Based Research:

Teacher quality.

AS 2.1.1.1 Develop and implement strategies to support and train all employees.

Action Step:

Participate in professional development to increase capacity and collective efficacy in all areas.

Person Responsible:

Issac McClinton

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

AS 2.1.1.2 Develop school-wide teacher capacity.

Action Step:

Develop and implement a school based teacher leadership preparation program and school wide orientation plan for teachers transitioning to CA Johnson from other schools.

Person Responsible:

Issac McClinton

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

AS 2.1.1.3 Support teachers and the implementation of high yield strategies.

Action Step:

Attend AVID Summer Institute/Regional Path Training. Provide professional learning for teachers in the areas of planning, differentiated instruction, data analysis, student engagement, and disciplinary literacy.

Person Responsible:

Issac McClinton

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

Funding Application	Grant	Notes	Amount
Comprehensive Support and Improvement (CSI)	Comprehensive Support and Improvement (CSI)	21-22 CSI State-Contracted services for teachers	\$55,000.00

3 School Climate*

Performance Goal:

By 2024, C.A. Johnson High School will promote a positive school culture through decreasing the number of students impacted by exclusionary disciplinary policies by 20%.

PM 3.1 By 2023, C.A. Johnson High School will promote a positive school culture through decreasing the number of students impacted by exclusionary disciplinary policies by 20%.

Analysis of Actual vs. Projected Data:

Actual number of students impacted by exclusionary disciplinary policies was 284 in 2019. In 2022, there has been a decrease in the number of students impacted by exclusionary disciplinary policies to 255.

S 3.1.1 ABE data, relationship mapping, PowerSchool reports, Claritybrightbytes reports, classroom observations, surveys, and professional development agendas

Evidence-Based Research:

School Climate

AS 3.1.1.1 Develop and implement a student advocacy program.

Action Step:

Utilizing relationship mapping, each student will be assigned a caring adult to build relationships and support social/emotional learning and student achievement.

Person Responsible:

Issac McClinton

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

AS 3.1.1.2 Implement Restorative Justice Principles and Practices to foster culturally appropriate relationships and interactions.

Action Step:

To fully implement Restorative Justice practices school-wide.

Person Responsible:

Issac McClinton

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

AS 3.1.1.3 Increase student participation in classroom instruction.

Action Step:

Utilize a Behavior Interventionist to support the implementation of Restorative Justice school-wide.

Person Responsible:

Issac McClinton

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

AS 3.1.1.4 Engage parents in the school's focus on disciplinary literacy.

Action Step:

Celebrate family literacy through book clubs, building home libraries,

Person Responsible:

Issac McClinton

Estimated Begin Date:

8/1/2022

Estimated Completion Date:

6/30/2024

Assurances

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**Early Childhood Development and Academic Assistance Act (Act 135) Assurances
(S.C. Code Ann §59-139-10 et seq. (Supp. 2004))**

<p>* <input type="text" value="N/A"/> ▼</p>	<p>Academic Assistance, PreK-3</p> <p>The school makes special efforts to assist children in PreK-3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Academic Assistance, Grades 4-12</p> <p>The school makes special efforts to assist children in grades 4-12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation).</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Parent Involvement</p> <p>The school encourages and assists parents in becoming more involved in their children's education and will make special efforts to meet with parents at convenient times, provide parents with their child's individual test results, interpretation of the results, and information on the school's curriculum and assessment program. The school will encourage frequent communication between home and school, thus providing more opportunities for parental participation. The school will make efforts to designate space for parents to access educational resource materials. Part of the principal's and superintendent's evaluation may include parental involvement expectations. The school will make efforts to provide parents with information pertaining to expectations held for them by the school system, such as ensuring the attendance and punctuality of their children.</p>
<p>* <input type="text" value="Yes"/> ▼</p>	<p>Staff Development</p>

	The school provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council's revised Standards for Staff Development.
* <input type="button" value="Yes"/> ▼	Technology The school integrates technology in professional development and classroom instruction in order to improve teaching and learning.
* <input type="button" value="Yes"/> ▼	Innovation The school funds innovative activities to improve student learning and accelerate the performance of all students.
* <input type="button" value="Yes"/> ▼	Collaboration The school (regardless of the grades served) collaborates with health and human services agencies such as county health departments, social services departments, mental health departments, First Steps, and the family court system.
* <input type="button" value="Yes"/> ▼	Developmental Screening The school ensures that students receive all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is primarily at primary and elementary schools although screening efforts could take place at any location.
* <input type="button" value="N/A"/> ▼	Half-Day Child Development The school provides half-day (and sometimes full-day) child development programs for four-year-olds. The programs primarily operate at primary and elementary schools, may be at locations with other grade levels, or be located in a completely separate school.
* <input type="button" value="N/A"/> ▼	Developmentally Appropriate Curriculum for PreK-3

	The school ensures that the scope and sequence of the curriculum for PreK-3 is appropriate for the maturity levels of students. Instructional practices accommodate individual differences in achievement levels and take into account the student's social and cultural context.
* N/A ▼	<p>Parenting and Family Literacy</p> <p>The school provides a four-component program for parents and children that integrates all of the following activities: interactive literacy activities between parents and their children; training for parents to be partners in their children's education; parent literacy training in economic self-sufficiency through adult education; and age-appropriate education to prepare children for success in school and life experiences. Family Literacy is not grade specific, but is generally most appropriate for parents of children at or below the primary and elementary school levels, and secondary school students who are also parents. Family Literacy program goals are to strengthen parental involvement in the learning processes of preschool children ages birth through five years; promote school readiness of preschool children; offer parents special opportunities to improve their literacy skills and education; provide parents educational opportunities; and identify potential developmental delays in preschool children through developmental screening.</p>
* N/A ▼	<p>Recruitment</p> <p>The school makes intensive efforts to seek out and serve those parents or guardians of children, from birth to five years of age, who are considered at-risk for school failure. "At-risk children" are defined as those whose school readiness is jeopardized by any of, but not limited to, the following personal or family situation(s): poverty, limited English proficiency, significant developmental delays, a parent without a high school diploma or equivalent, instability or inadequate housing and/or family, poor health (physical, mental, emotional), and/or child abuse and neglect.</p>
* Yes ▼	<p>Coordination of Act 135 Initiatives with Other Federal, State, and District Programs</p> <p>The school makes efforts to ensure that all programs and funding, including Act 135 initiatives, are coordinated with programs such as Head Start, First Steps, Title I, and programs geared towards students with disabilities.</p>

Waiver

**4001 - Richland County School District One (4001) Public District - FY 2023 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

Not Applicable

The SBE has the authority to waive regulations pursuant to SBE Regulation 43-261 (C) District and School Planning which states:

"Upon request of a district board of trustees or its designee, the State Board of Education may waive any regulation that would impede the implementation of an approved school strategic plan or school renewal plan."



All waivers must be requested in writing, signed by the local superintendent, and approved by the local school board prior to being sent to State Accountability. Use the following link to obtain more information on the waiver process:
<http://ed.sc.gov/districts-schools/state-accountability/waiver-requests/>

	District Wavier Requested and Approved	Explain how the SBE Regulation would impede the implementation of an approved school strategic or school renewal plan.
1.	Teachers teaching more than four (4) preps (SBE Regulation 43-205)	
2.	Teachers teaching more than 1500 minutes (SBE Regulation 43-205)	
3.	High School Principal over two schools or grades more than 9-12 (SBE Regulation 43-205)	
Other:	SBE Regulation	

Related Documents

**4001 - Richland County School District One (4001) Public District - FY 2023 - C. A. Johnson High (4001011)
Public School - School Renewal Plan - Rev 0**

Optional Documents

Type	Document Template	Document/Link
Additional Documentation	N/A	 School Report Card  CAJohnsonCNA