

Mission Statement

H.L. Johnson Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Vision Statement

H.L. Johnson Elementary envisions a dynamic, collaborative, multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

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H.L. Johnson Elementary School

HL Johnson PTO



**Cambridge Assessment
International Education**

H.L. Johnson Elementary School



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Visit us on the Web:

<http://www.edline.net/pages/H.L.Johnson-Elementary>

*Principal: Mrs. Jennifer Makowski
Assistant Principal: Ms. Cyndie Wolf*

Why Cambridge?

The Cambridge Pathway prepares students for life by helping them to develop an informed curiosity and lasting passion for learning.

Cambridge helps students become confident, responsible, reflective, innovative, and engaged. To assure readiness to tackle the demands of tomorrow and capable of shaping a better world for the future.

With the Cambridge Pathway, students build more than just a deep understanding of their subject. They also develop higher order thinking skills so that they can apply what they've learned.

Cambridge Pathway



Cambridge Primary

Allows students to explore subjects in real depth. Incorporates a global vision of learning with sensitivity to cultural differences. Encourages critical thinking and the development of problem solving skills. Prepares students for accelerated academic programs in middle and high school.

Cambridge Implementation

English, Mathematics and Science

Global Perspectives

ICT (Information and Communication Technology)

Cambridge Learner Attributes



Confident

Cambridge learners are confident in working with information and ideas – their own and those of others. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are also able to communicate and defend views and opinions as well as respect those of others.



Responsible

Cambridge learners are responsible for themselves, responsive to and respectful of others. They take ownership of their learning, set targets and insist on intellectual integrity. They understand that their actions have impacts on others and on the environment.



Reflective

Cambridge learners are reflective in developing their ability to learn. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be life-long learners.



Innovative

Cambridge learners are innovative and equipped for new and future challenges. They welcome new challenges and meet them resourcefully, creatively and imaginatively. They can adapt to new situations requiring new ways of thinking.



Engaged

Cambridge learners are engaged intellectually and socially, ready to make a difference. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

