

School Name: Johns Creek Elementary
 Due 1/12/18 to Support Director



Step 1: Review 16-17 School Imp. Plan Reflection

Step 2: Executive Summary

Step 3: School Improvement Plan

- CCRPI Goal
- Academic/Instructional Goal
- Climate Goal

Step 4: Continuous, Job-Embedded Prof. Learning Plan

Step 5 (End of the Year): 17-18 School Imp. Plan Reflection

Step 6: Data Team Reflection

2018 Executive Summary

Continuous Improvement Goals	Learner Profile <i>(Check all that apply)</i>		Support from FCS Depts.* <i>(List all that apply)</i>
CCRPI Goal			
Maintain or Increase Student Achievement in ELA as measured by the Georgia Milestones Assessment	x x x x x	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Teaching and Learning Assessment and Accountability
Academic / Instructional Goal			
Increase students On or Above grade level in Reading	x x x x x	Pursue Continuous Learning Exhibit Strong Personal Qualities Utilize Creative & Critical Thinking Engage & Contribute Interact Effectively	Teaching and Learning Assessment and Accountability Special Education Student Support Services
Climate Goal			
Increase perception data based on GA Student Health Survey	x	Pursue Continuous Learning	Student Support Services

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	x	Exhibit Strong Personal Qualities	Teaching and Learning Assessment and Accountability
	x	Utilize Creative & Critical Thinking	
	x	Engage & Contribute	
	x	Interact Effectively	

* FCS Departments: Educational Leadership, Facilities, Finance, Food & Nutrition Services, Human Resources, Operations, Public Information & Communications, Special Education, Student Support Services, Superintendent, Teaching & Learning, Technology & Information Services, and Transportation

2018 School Improvement Plan

CCRPI Goal:

Maintain or Increase Student Achievement in ELA as measured by the Georgia Milestones Assessment

SMART Goal:

To increase percentage of students achieving a Proficient or Above from 85% in Spring 2017 to 85.5% in Spring 2018 as measured by the Georgia Milestones Assessment. This would represent a “3% growth of our gap”.

Actions, Strategies and Interventions <i>(Includes Prof. Learning Plan)</i>	Impact on Student and Adult Behavior <i>(“If...then...” Statements)</i>	Timeline	Resources Needed? Who is Responsible?
<ul style="list-style-type: none"> Kindergarten Instructional Assistants support small group guided reading daily in both grades K and 1 Increased focus on vocabulary strategies and intentionally integrating ELA/Grammar standards and vocabulary vs. teaching it in isolation. Increased focus on creation of daily learning targets/success criteria vs just overall standard mastery over course of the unit Using itslearning to post resources for student review and reinforcement. Data Dig--Staff will look closely at students who showed a Level 1 or 2 performance last year, dropped a performance band, who were “low 	<p>If students will develop the ability to read and write with better accuracy, they will understand what they read as a result, and will have an expanded vocabulary. Grammar building activities will develop a better sense of appropriate grammar use when writing in context.</p>	<p>January 2018- December 2018</p>	<p>Resources: County pre/post assessments, Interim results, common formatives, and teacher observation.</p> <p>Teachers will gather student data to help form groups based on reading level and/or strategy deficits. They will also model for students how to respond to reading through their writing.</p>

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<p>growth”, and use universal/targeted screening data to determine current instructional programs in place and/or needs for support.</p> <ul style="list-style-type: none"> • Tier 1 Best Practices training for all staff with Rebecca Johnson and Beth Kieffer. • Increase students in Co-Taught vs Resource to expose students to more grade level content standards. • Gifted teachers to collaborate more closely with grade level teachers to challenge our high achievers/advanced learners to maintain or increase performance level band. 			
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Describe how your SMART Goal will be monitored throughout the year:

- F&P’s will be done in Dec 2017/Jan 2018 for a mid-year check on growth and in May for a Summative growth check.
- Through observation walkthroughs and conversation with teams we will observe how students will practice ELA (Reading and Writing) standards daily vs. in isolation.
- We will track progress via formative checks of understanding and summative assessments.
- We will utilize interims, common assessments, Data Team Meetings/GL Chats, IST/SST Meetings and classroom observations to monitor goals throughout the year.
- Data Dig--Staff will monitor students who showed a Level 1 or 2 performance last year, dropped a performance band, who were “low growth” and use universal/targeted screening data to determine current instructional program in place and/or support is showing successful. Teacher at admin/data dig meetings will share strategies, which will help them propel their student growth forward.



Academic / Instructional Goal:

Increase students On or Above grade level in Reading

SMART Goal:

To increase the percentage of students reading On or Above grade level from 74% (August 2017) to 84% (May 2018) on our reading benchmark assessment.

Actions, Strategies and Interventions	Impact on Student and Adult Behavior	Timeline	Resources Needed?
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(Includes Prof. Learning Plan)	(“If...then...” Statements)		Who is Responsible?
<ul style="list-style-type: none"> ● All action and monitoring items under CCRPI Goal plus the following: <ul style="list-style-type: none"> ○ An MTSS Group has been formed for grades K-5 during our RTI time to focus on a double dip of reading instruction for our low readers to support them gaining proficiency ● Instructional extension opportunities will be provided for students in grades 3,4,5 who are identified as struggling readers. ● Local funds are used to supplement our provided amount for instructional extension to make this opportunity available to more students, including a session for special ed students. 	<p>If students will develop the ability to read and write with better accuracy, they will understand what they read as a result, and will have an expanded vocabulary. Grammar building activities will develop a better sense of appropriate grammar use when writing in context.</p>	<p>January 2018- December 2018</p>	<p>Resources: County pre/post assessments, Interim results, common formatives, and teacher observation.</p> <p>Teachers will gather student data to help form groups based on reading level and/or strategy deficits. They will also model for students how to respond to reading through their writing.</p>
<p>Describe how your SMART Goal will be monitored throughout the year:</p>			
<ul style="list-style-type: none"> ● Same as monitoring actions for CCRPI Goal 			



Climate Goal:

Increase perception data based on GA Student Health Survey

SMART Goal:

To increase student perception data based on GA Student Health Survey from 79% in Spring 2017 to 80% in Spring 2018.

Actions, Strategies and Interventions <i>(Includes Prof. Learning Plan)</i>	Impact on Student and Adult Behavior <i>("If...then..." Statements)</i>	Timeline	Resources Needed? Who is Responsible?
<ul style="list-style-type: none"> ● In addition to monthly 7 Mindsets House meeting, students will have 7 Mindset lessons in specials each quarter, and guidance lessons. ● All homerooms will have Mindset Mondays, where they will have a 30-45 min class meeting around building community and fostering practice of the mindsets in daily life. ● Staff will continue to use common vocabulary within daily content and conversations with our students ● Continuation of Vertical Houses to celebrate student/staff success and accomplishments. 	<p>If we work to build our students soft skills, through focusing on the 7 Mindsets during Guidance Specials and Mindset Monday Class Meetings, this increased focus will make these important social/emotional skills more pervasive positively across our student population and community.</p> <p>If we celebrate student and staff success/accomplishments with positive reinforcement, then we will build a stronger community and staff productivity and student achievement will increase.</p>	<p>7 Mindsets Special (1 week per quarter)</p> <p>Mindset Monday Class Meeting Weekly</p> <p>One meeting per month</p>	<p><u>Resources:</u> 7 Mindsets Lessons</p> <p>All students will be involved in mindset lessons and discussions through Mindset Monday weekly class meetings. All student and staff will be involved in monthly house meetings. All teachers will play a role in the house meeting each month through small group activities and discussions with students.</p> <p>We would like to see an increase in positive perception data as measures by the Georgia Student Health Survey.</p>

Describe how your SMART Goal will be monitored throughout the year:

- We will utilize classroom observations and class meetings to monitor students throughout the year.
- Student, Parent and Staff training, feedback and surveys throughout the year to monitor progress.
- We will also use the Georgia Student Health Survey Data once it is available.

Continuous, Job-Embedded Professional Learning Plan

Professional Learning Goal(s):

The job embedded professional learning plan for the 2017-2018 school year is centered on TKES Domain 3 Instructional Delivery. It is our goal to activate student learning through research-based instructional strategies at Tier 1. Our focus will be on teaching educators how to use current content standards and the best research-based strategies to improve as highly effective instructors. Below this chart is our school based PL/PLC calendar for this school year, as well as additional PL opportunities are listed below.

Timeline: Dates and Times (Add/modify as needed; however, there is no need to total contact hours.)	Professional Learning Actions, Strategies and Interventions	Impact on Student and Adult Behavior (<i>"If...then..." Statements</i>)	Connection to Continuous Improvement Goal(s):
NEO/SLO (K-3), 07/24/17	All New K-3 staff attended F&P Training to learn how to administer F&P Assessment as well as how to utilize this information as a valuable diagnostic tool for instruction.	If we provide staff with quality professional learning opportunities, based on their specific areas of interest and growth needs, student achievement will directly be affected. If staff increase their expertise in the areas of Best Practices for Balanced Literacy, Best Practices for Balanced Math, Personalized Learning Targets, Book Study: Creative Schools, and STEAM, student engagement and achievement will increase. Teachers will choose their PLC for	All Professional Learning will tie directly to supporting our 2018 Executive Summary and School Improvement Plan goal of Maintain or Increase Student Achievement in ELA as measured by the Georgia Milestones Assessment,
NEO (K-12), 07/25/17-07/26/17	New staff participated in New Educator Orientation and Technology Orientation for New Educators (TONE).		
Preplanning	Staff participated in Back to School Meetings,		

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07/27/17-08/02/17	Mandated Reporter Training, CPR/AED Training, TKES Orientation/Self Assessments and Code of Ethics. Also time was spent collaborating as a grade level or department for the first few weeks of school.	<p>the year based on their TKES self-assessment, as well as reflection on their areas of strength and areas of growth.</p> <p>If staff uses formative and summative data consistently to drive instruction and to form instructional groups based on student needs, student perception about school will increase and so will student achievement.</p> <p>If staff increases knowledge in and use of instructional technology resources during daily instruction, student engagement, student perception and student achievement will increase.</p>	<p>Increase students On or Above grade level in Reading, and Increase perception data based on GA Student Health Survey.</p>
Faculty Meeting 08/09/17	Staff continued participation in Back to School Meetings: Code of Ethics, TKES Deep Dive, Fraud Waste and Abuse, Lockdown, Responsible Use and Transportation Updates.		
GL Admin/Data Chats 9/5/17-9/14/17	Admin team meets with grade levels/departments to complete updated data dig as well as set plans/goals for the upcoming weeks. What data do we use to measure student growth? How do we use this data to determine student growth and meet individual instructional needs? Analysis of formative/summative data to determine instructional plans.		
Power Planning 9/15/17-10/2/17	Collaboration time where team will plan for upcoming units of instruction and assessments.		
Faculty Meeting 09/13/17	Staff Share Out of Best Tier 1 Instructional Practices.		
Technology Training with Kim Lochbaum 09/19/17	School City Training		
PLC Meetings 10/3/17-10/12/17	Teachers choose their PLC for this year based on their interest, TKES areas of growth and personal professional learning needs. The PLC's are Best Practices for Balanced Literacy, Best Practices for Balanced Math, Personalized Learning Targets, Book Study: Creative Schools, and STEAM. See Professional Learning Plan Rotation at the end of this document for targets for each PLC.		
Faculty Meeting 10/11/17	Staff Share Out of Best Tier 1 Instructional Practices. JoriAnna Gibson-Greg Tang Strategies and Brittany		

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	Cantwell-Jennifer Serravallo Strategies		
Technology Tidbits 10/13/17-10/30/17	Based on specific grade level feedback on areas of need and interests, each team will meet with the Instructional Technology Specialist for support, instruction and professional learning.		
GL Admin/Data Chats 10/31/17-11/09/17	Admin team meets with grade levels/departments to complete updated data dig as well as set plans/goals for the upcoming weeks. What data do we use to measure student growth? How do we use this data to determine student growth and meet individual instructional needs? Analysis of formative/summative data to determine instructional plans.		
Faculty Meeting 11/08/17	Staff Share Out of Best Tier 1 Instructional Practices. Linda Holcombe and Ashlee Howington shared Creativity Training they learned about during a DCD Day session.		
Power Planning 11/10/17-11/27/17	Collaboration time where team will plan for upcoming units of instruction and assessments.		
PLC Meetings 11/28/17-12/07/17	Teachers choose their PLC for this year based on their interest, TKES areas of growth and personal professional learning needs. The PLC's are Best Practices for Balanced Literacy, Best Practices for Balanced Math, Personalized Learning Targets, Book Study: Creative Schools, and STEAM. See Professional Learning Plan Rotation at the end of this document for targets for each PLC.		
Technology Tidbits 12/08/17-12/18/17	Based on specific grade level feedback on areas of need and interests, each team will meet with the Instructional Technology Specialist for support, instruction and professional learning.		
Technology Training with Kim Lockbaum 12/19/17	School City GradeCam		

the year based on their TKES self-assessment, as well as reflection on their areas of strength and areas of growth.

If staff uses formative and summative data consistently to drive instruction and to form instructional groups based on student needs, student perception about school will increase and so will student achievement.

If staff increases knowledge in and use of instructional technology resources during daily instruction, student engagement, student perception and student achievement will increase.

Increase students On or Above grade level in Reading, and Increase perception data based on GA Student Health Survey.

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<p>PL Day 01/05/17</p>	<p>Staff will have collaborative planning time in the am as a team/dept to plan for upcoming units of instruction and assessments.</p> <p>In the afternoon, Staff will complete the GA Staff Health Survey, Administrator LKES Surveys, and enter their TKES Mid-Year Professional Learning Goal growth evidence. Staff also will attend a 60 min webinar for the pilot of Dreambox Math.</p>	<p>the year based on their TKES self-assessment, as well as reflection on their areas of strength and areas of growth.</p> <p>If staff uses formative and summative data consistently to drive instruction and to form instructional groups based on student needs, student perception about school will increase and so will student achievement.</p> <p>If staff increases knowledge in and use of instructional technology resources during daily instruction, student engagement, student perception and student achievement will increase.</p>	<p>Increase students On or Above grade level in Reading, and Increase perception data based on GA Student Health Survey.</p>
<p>GL Admin/Data Chats 01/08/17-1/18/18</p>	<p>Admin team meets with grade levels/departments to complete updated data dig as well as set plans/goals for the upcoming weeks. What data do we use to measure student growth? How do we use this data to determine student growth and meet individual instructional needs? Analysis of formative/summative data to determine instructional plans.</p>		
<p>Faculty Meeting 01/17/18</p>	<p>Staff Share Out of Best Tier 1 Instructional Practices.</p>		
<p>Power Planning 1/19/18-1/29/18</p>	<p>Collaboration time where team will plan for upcoming units of instruction and assessments.</p>		
<p>ELL Training with Michelle Slaton 01/22/18</p>	<p>ELL Strategies</p>		
<p>PLC Meetings 1/30/18-02/08/18</p>	<p>Teachers choose their PLC for this year based on their interest, TKES areas of growth and personal professional learning needs. The PLC's are Best Practices for Balanced Literacy, Best Practices for Balanced Math, Personalized Learning Targets, Book Study: Creative Schools, and STEAM. See Professional Learning Plan Rotation at the end of this document for targets for each PLC.</p>		
<p>Technology Training with Kim Lockbaum 02/05/18</p>	<p>TBD</p>		

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Technology Tidbits 02/09/18-02/23/18	Based on specific grade level feedback on areas of need and interests, each team will meet with the Instructional Technology Specialist for support, instruction and professional learning.	<p>the year based on their TKES self-assessment, as well as reflection on their areas of strength and areas of growth.</p> <p>If staff uses formative and summative data consistently to drive instruction and to form instructional groups based on student needs, student perception about school will increase and so will student achievement.</p> <p>If staff increases knowledge in and use of instructional technology resources during daily instruction, student engagement, student perception and student achievement will increase.</p>	<p>Increase students On or Above grade level in Reading, and Increase perception data based on GA Student Health Survey.</p>
Faculty Meeting 02/14/18	Staff Share Out of Best Tier 1 Instructional Practices.		
PL Day 02/20/18	TBD		
GL Admin/Data Chats 02/26/18-03/06/18	Admin team meets with grade levels/departments to complete updated data dig as well as set plans/goals for the upcoming weeks. What data do we use to measure student growth? How do we use this data to determine student growth and meet individual instructional needs? Analysis of formative/summative data to determine instructional plans.		
Power Planning 03/08/18-03/19/18	Collaboration time where team will plan for upcoming units of instruction and assessments.		
Technology Training with Kim Lockbaum 03/13/18	TBD		
Faculty Meeting 03/14/18	Georgia Milestones Training		
PLC Meetings 03/20/18-03/29/18	Teachers choose their PLC for this year based on their interest, TKES areas of growth and personal professional learning needs. The PLC's are Best Practices for Balanced Literacy, Best Practices for Balanced Math, Personalized Learning Targets, Book Study: Creative Schools, and STEAM. See Professional Learning Plan Rotation at the end of this document for targets for each PLC.		
Technology Tidbits 04/09/18-04/13/18 & 04/30/18-05/01-18	Based on specific grade level feedback on areas of need and interests, each team will meet with the Instructional Technology Specialist for support, instruction and professional learning.		

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Faculty Meeting 04/11/18	Georgia Milestones Training	<p>the year based on their TKES self-assessment, as well as reflection on their areas of strength and areas of growth.</p> <p>If staff uses formative and summative data consistently to drive instruction and to form instructional groups based on student needs, student perception about school will increase and so will student achievement.</p> <p>If staff increases knowledge in and use of instructional technology resources during daily instruction, student engagement, student perception and student achievement will increase.</p>	<p>Increase students On or Above grade level in Reading, and Increase perception data based on GA Student Health Survey.</p>
Faculty Meeting 05/09/18	Staff Share Out of Best Tier 1 Instructional Practices.		
GL Admin/Data Chats 05/09/18-05/11/18	Admin team meets with grade levels/departments to complete updated data dig as well as set plans/goals for the upcoming weeks. What data do we use to measure student growth? How do we use this data to determine student growth and meet individual instructional needs? Analysis of formative/summative data to determine instructional plans.		
Post Planning 05/29/18-05/30/18	TBD		
June-July	Reflect on data from 2017 and begin to plan for 2018. Determine PL/PLC needs and offerings based on staff strengths/areas for growth.		
August-December	Monitor data on goals in preparation for changes that may need to be made for the second half of the year based on data and progress towards the goal.		

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PL 7:30 - 8:30	Kinder	1 st	2 nd	3 rd	4 th	5 th
GL Data Chats	9/5	9/7	9/8	9/11	9/12	9/14
Power Plan	9/15	9/18	9/19	9/21	9/22	10/2
*PLC	10/3 Balanced Literacy	10/5 Balanced Math K-2	10/6 Balanced Math 3-5	10/9 Personalized Learning with Learning Targets K-2	10/10 Personalized Learning with Learning Targets 3-5	10/12 Book Study: Creative Schools By Ken Robinson & STEAM
Technology	10/13	10/23	10/24	10/26	10/27	10/30
GL Data Chats	10/31	11/2	11/3	11/6	11/7	11/9
Power Plan	11/10	11/13	11/14	11/16	11/17	11/27
*PLC	11/28 Balanced Literacy	11/30 Balanced Math K-2	12/1 Balanced Math 3-5	12/4 Personalized Learning with Learning Targets K-2	12/5 Personalized Learning with Learning Targets 3-5	12/7 Book Study: Creative Schools By Ken Robinson & STEAM
Technology	12/8	12/11	12/12	12/14	12/15	12/18
GL Data Chats	1/8	1/9	1/11	1/12	1/16	1/18
Power Plan	1/19	1/22	1/23	1/25	1/26	1/29

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*PLC	1/30 Balanced Literacy	2/1 Balanced Math K-2	2/2 Balanced Math 3-5	2/5 Personalized Learning with Learning Targets K-2	2/6 Personalized Learning with Learning Targets 3-5	2/8 Book Study: Creative Schools By Ken Robinson & STEAM
Technology	2/9	2/12	2/13	2/15	2/22	2/23
GL Data Chats	2/26	2/27	3/1	3/2	3/5	3/6
Power Plan	3/8	3/12	3/13	3/15	3/16	3/19
*PLC	3/20 Balanced Literacy	3/22 Balanced Math K-2	3/23 Balanced Math 3-5	3/26 Personalized Learning with Learning Targets K-2	3/27 Personalized Learning with Learning Targets 3-5	3/29 Book Study: Creative Schools By Ken Robinson & STEAM
Technology	4/9	4/10	4/12	4/13	4/30	5/1
GL Data Chats	5/9	5/4	5/7	5/8	5/10	5/11

IA Support Coverage for PL time	Kinder	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
Stephens	Cook	Ives	Romeo	Hamby	Wheeler	LoPresti
Dobbs	Chandler	Patterson	Quinn	Fangmann	Engram	Charlton
Ragatz	Williams	Merritt	Miranda	Booher	Holiday	Camp
Murphy	Ledford	Rachels	McFarlane	Hohlbein	Hyat	Crock
Nicholson	Pritchett	Gibson	Krulia	Kimbrel	Kenney	Pennington
Srinivasan	Lamons	Lee	Downing	Mathauer	Latini	Cantwell
Elzey		Smith	LaFevers	Ramey	Pendleton	Owens

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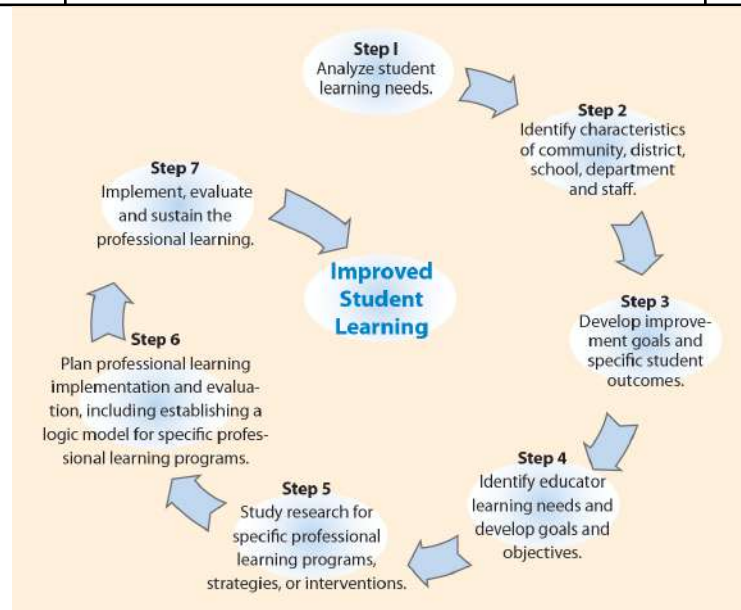
Grella				Ulsted	Borosak	Odom
Smierciak						La Rocca
Finegan	Cook					

PLC IA Support Coverage for PLC time	Balanced Literacy	Balanced Math K-2	Balanced Math 3-5	Personalized Learning with Learning Targets K-2	Personalized Learning with Learning Targets 3-5	STEAM	Book Study
Dobbs	Miranda	Patterson	Pendleton	Chandler	Camp	Odom	Yellott Holcombe Howington Crocker Clement Borosak (Hasek to cover)
Murphy	Ramey	Quinn	Kimbrel	Ledford	Hyat	Owens	
Nicholason	Hamby	Krulia	Engram	Pritchett	Crock	Latini	
Ragatz	Williams	LaFevers	Charlton	Gibson	Pennington	Kenney	
Srinivasan	McFarlane	Lee	La Rocca	Lamons	Cantwell	Mathauer	
Stephens				Ives	Wheeler	Romeo	
Elzey	Ulsted	Smith		Merritt	Holliday	Fangmann	
Grella	Downing		LoPresti	Rachels	Booher	Hohlbein	
	Perroy	Reichling	Reichling	Taylor	Taylor		
		Smierciak	Mastley	Cook	Edmiston		

Professional Learning Community Descriptors 2017-2018 Academic Year

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<p align="center"><u>Best Practices to Balanced Literacy</u></p> <p>This group will use the FCS Pillars of Balanced Literacy to hone in best practices of ELA instruction. This community will refine professional goals in ELA and explain TKES connections to best practice.</p>	<p align="center"><u>Best Practices for Balanced Math</u></p> <p>This group will use the FCS Pillars of Balanced Literacy to hone in best practices of Math instruction. This community will refine professional goals in Math and explain TKES connections to best practice.</p>	<p align="center"><u>Book Study: Creative Schools by Sir Ken Robinson</u></p> <p>This is definitely a philosophy worth spreading! If you cannot get into the group, we hope you still take the opportunity to read the book. Here is a taster of his premise: https://www.youtube.com/watch?v=r9LeIXa3U_I</p>
<p align="center"><u>Personalized Learning Targets</u></p> <p>Crack the code to personalized instruction, by using CCGPS and FCS resources to create student learning targets. Each session will focus on a different content area (ELA, Math, Science and Social Studies).</p>	<p align="center"><u>STEAM</u></p> <p>Today's world lives and breathes through science, technology, engineering, arts, and math. This group will explore what real world people making STEAM come to life. Learn with this group how to bring it into your classroom.</p>	



2017-18 School Improvement Plan Reflection

Please provide a short reflection summary for each goal listed below. (Did you meet your goals? Why or why not? What were your strengths / weaknesses? Did you monitor your goals throughout the year? If so, then how? Did you revise your goals throughout the year? If so, then why? What can be improved?)

CCRPI Goal

Academic / Instructional Goal

Climate Goal

Data Teams Reflection

Process:

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Impact on Instruction/Achievement:

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