



2013-16 Executive Summary

School Improvement Plan

School Name: Johns Creek Elementary

AdvancED Standards	FCS Departments		
Purpose and Direction	Academics & Accountability	Human Resources	Superintendent
Governance and Leadership	Educational Leadership	Public Information and Communications	Technology and Information Services
Teaching and Assessing for Learning	Facilities and Operations	School Safety and Discipline	Transportation
Resources and Support Systems	Finance and Operations	Special Education	
Using Results for Continuous Improvement	Food and Nutrition Services	Student Support Services	

Continuous Improvement Goals	AdvancED Standards	Support from FCS Department(s)
<p>Increase CCRPI score through analyzing student data and reflection on areas of strength and weakness.</p> <ul style="list-style-type: none"> • Raising the rigor of ELA/Math instruction by using assessment data to formulate learning targets for instruction. • Improve reading and writing across the content areas in all grade levels. • Increase use of Performance Based Assessments • Pilot IKAN/Gloss and increase strategies for differentiation in Math/Guided Math • Increasing knowledge in and use of student growth percentiles and other data to support student growth analysis. • Increase instructional focus on integration of Science and Social Studies across other content areas. • Relationships: Implementation of vertical 	<p>Standard 1: Purpose and Direction Standard 3: Teaching and Assessing For Learning Standard 5: Using Results for Continuous Improvement</p>	<ul style="list-style-type: none"> • SLDS: SGP support/training for admin and teachers. • Continued professional learning opportunities for teachers and administrators related to Assessment For Learning, Data Teams, Performance Based Assessment, Guided Math Training, and integration across content areas. • Professional learning opportunities on research based best practices K-5, including strategies that specifically support ELL and Special Ed students. • We will need continued Professional Learning and support as we implement TKES.

AdvancED Standards	FCS Departments		
Purpose and Direction Governance and Leadership Teaching and Assessing for Learning Resources and Support Systems Using Results for Continuous Improvement	Academics & Accountability Educational Leadership Facilities and Operations Finance and Operations Food and Nutrition Services	Human Resources Public Information and Communications School Safety and Discipline Special Education Student Support Services	Superintendent Technology and Information Services Transportation
houses to increase community celebration and recognition of student and staff successes and accomplishments.			

AdvancED Standards (check all that apply)
<input checked="" type="checkbox"/> Purpose and Direction <input type="checkbox"/> Governance and



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Continuous Improvement Goal: Increase CCRPI score in the area of Progress Points.

SMART Goal: 5% growth in number of students improving CRCT scores in grades 3,4, and 5

School Name: Johns Creek Elementary School Year: 2013-2014

<ul style="list-style-type: none"> — Leadership — Teaching and Assessing for Learning X Learning Resources and Support Systems — Using Results for Continuous Improvement X 	<p style="text-align: center;">Actions, Strategies and Interventions (Includes Professional Learning Plan)</p>	<p style="text-align: center;">Impact on Student and Adult Behavior (“If...then...” Statements)</p>	<p style="text-align: center;">Timeline</p>	<p style="text-align: center;">Resources Needed? Who is Responsible?</p>
<p style="text-align: center;">AdvancED Standard(s)</p>				
<ul style="list-style-type: none"> - Teaching and Assessing for Learning - Using Results for Continuous Improvement 	<p>Math:</p> <ul style="list-style-type: none"> - Implementation of a balanced math program. - Pilot of IKAN/Gloss assessments (one per grade level). - Implementation of math journals. - Small group math instruction - Utilize math manipulatives, MobyMax Program, math centers - RTI math groups organized to meet the needs of students in math (enrich as well as support). 	<ul style="list-style-type: none"> - If students are formatively pre-assessed on a regular basis, then instructional groups can be tailored to meet the individual needs of students. 	<p>On-going</p>	<p><u>Resources:</u> County pre/post assessments, Interim results, CRCT, common formatives, teacher observations, AIMS web data</p> <p>Teachers will utilize data on math pre-assessments to determine student needs. Students who demonstrate mastery of a math concept on pre-assessments will be given opportunities to delve deeper into the standard, while students who are in need of extra help will have the opportunity for small group instruction to help them move toward proficiency.</p>
<ul style="list-style-type: none"> - Teaching and Assessing for Learning - Using Results for Continuous Improvement 	<p>Writing across the content areas:</p> <ul style="list-style-type: none"> - Explicit teaching of writing skills to include: summarization and extracting evidence from text to support valid inferences and conclusions in reading, science, social studies and critical analysis of word problems in math. 	<ul style="list-style-type: none"> - If students participate in cross curricular writing through the use of reading response, interactive journals (in science, math, social studies), then students will develop the ability to respond to higher order questioning. 	<p>On-going</p>	<p><u>Resources:</u> Step Up to Writing (3-5), county writing rubrics for assessment</p> <p>Teachers will assess progress through responses to essay questions and constructed response questions on content area assessments. They also assess formatively through interactive</p>



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AdvancED Standards (check all that apply)				
AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
				journals and reading response notebook responses.
<ul style="list-style-type: none"> - Teaching and Assessing for Learning - Using Results for Continuous Improvement 	<p>Reading:</p> <ul style="list-style-type: none"> - School-wide use of Fountas and Pinnell Benchmark Assessment used to determine student reading levels (3 times/year) and set measurable differentiated goals for reading growth. - Guided Reading implemented in all grade levels (flexible grouping, targeted instruction) utilizing leveled texts in grades K – 5. 	<ul style="list-style-type: none"> - If we consistently use running records, then we are able to set targeted goals with students. - If we implement guided reading at all grade levels, then teachers will be able to target reading instruction to meet the needs of specific learners. 	On-going	<p><u>Resources:</u> Fountas and Pinnell (F&P) Benchmark Assessment System, teacher observation checklist, leveled library</p> <p>K-5 grade teachers will complete the F&P Benchmark Assessment and use data to monitor student growth. Teachers will also complete informal running records and observations to track comprehension between benchmark running records.</p>



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<ul style="list-style-type: none"> - Teaching and Assessing for Learning - Using Results for Continuous Improvement 	Cross Curricular Reading: <ul style="list-style-type: none"> - Literacy across the content areas: all students will read texts of increasing complexity over the course of the year in reading, science, social studies, and math. - Incorporating more nonfiction leveled texts within guided reading groups. - Explicit teaching of reading skills to include: summarization and extracting evidence from text to support valid inferences and conclusions in reading, science, social studies, and critical analysis of word problems in math. 	<ul style="list-style-type: none"> - If students participate in cross curricular reading, then students will develop the ability to respond to higher order questioning. - If students participate in an integrated curriculum then they will be able to use general academic and domain specific vocabulary in their oral and written expression which will lead to an increase in comprehension. 	On-going	<p><u>Resources:</u> K-5 Science and Social Studies leveled texts; teacher read alouds with lexiles at the end of each grade-level's stretch lexile band. Continued professional learning and time to collaborate with teams.</p> <p>Teachers will assess progress through responses to essay questions and constructed response questions on content area assessments. They will also assess formatively through interactive science, social studies, math and reading response notebook responses.</p>
<ul style="list-style-type: none"> - Teaching and Assessing for Learning - Using Results for Continuous Improvement 	Science: <ul style="list-style-type: none"> - Increase the use of hands-on science experiments through the science lab. - Utilizing GIZMO'S. 	<ul style="list-style-type: none"> - If teachers provide hands-on science experiences for students, then student interest and achievement in Science will increase. 	On-going	<p><u>Resources:</u> School Science lab, science supplies, bank of experiments aligned to GPS Science Standards (K-5), Picture Perfect Science, AIMS Science</p> <p>Teachers will assess progress through common formative science assessments.</p>



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<ul style="list-style-type: none"> - Teaching and Assessing for Learning - Using Results for Continuous Improvement 	<p>Social Studies:</p> <ul style="list-style-type: none"> - Direct instruction of nonfiction reading strategies during Social Studies Content reading. - Incorporate graphic organizers within the content area. - Incorporating nonfiction leveled texts within guided reading groups. 	<ul style="list-style-type: none"> - If we directly teach nonfiction reading comprehension strategies and utilize graphic organizers in content area reading, then students will increase their comprehension of informational texts. 	On-going	<p><u>Resources:</u> K-5 Social Studies leveled texts, non-fiction texts, graphic organizers.</p> <p>Teachers will assess progress through responses to essay questions and constructed response questions on common formative social studies assessments.</p>
<ul style="list-style-type: none"> - Teaching and Assessing for Learning - Using Results for Continuous Improvement 	<p>Data Team Process:</p> <ul style="list-style-type: none"> - Continuous and collaborative deconstruction/prioritizing of standards through the development of Learning Targets. 	<ul style="list-style-type: none"> - If teachers use clear learning targets, then students can monitor their own progress of the intended target. - If teachers use clear learning targets, and create common formative assessments that reflect exactly what students are expected to learn, then they will more accurately gauge student mastery and make better instructional choices. 	On-going	Continued Professional Development on Learning Targets (see School Improvement Professional Learning Plan).



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<ul style="list-style-type: none"> - Purpose and Direction - Teaching and Assessing for Learning - Using Results for Continuous Improvement 	<p>Relationships:</p> <ul style="list-style-type: none"> - Introduction and Building of Vertical Houses to celebrate student/staff success and accomplishments. 	<ul style="list-style-type: none"> - 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. 	One meeting per month	All students and staff involved in monthly house meetings. Admin Team (Principal, AP, ITS, K-5 Research and Counselors) will plan celebration of success each month. Specials Team will plan the team building activity each month.



2013-14 Professional Learning Plan for School Improvement Planning

School Name: Johns Creek Elementary

Professional Learning Goal(s):		Connection to Continuous Improvement Goal(s):
Provide staff with professional learning opportunities to grow expertise in the areas of Assessment, Differentiation of Instruction, Cross-Curriculum Integration and Data Analysis		All Professional Learning will tie directly to supporting our 2013-2016 Executive Summary School Improvement Plan goal of Increasing CCRPI Score through analyzing student data.
Date	# Hours	Description of Learning Activities
August 1 <i>Pre-Planning (School)</i>	2.5 hours	What Great Teachers Do Differently Presentation: Todd Whitaker First Redeemer Church
August 2 <i>Pre-Planning (District)</i>	2 hours	Fountas and Pinnell Benchmark Assessment System Refresher Training (K-5 Teachers) Focus on MSV: Meaning, Structure, and Visual data collection; Scoring student running records for MSV, what does each error mean; how can teachers support/instruct students more efficiently with regards to decoding errors. District Collaboration: itsLearning Resources and Report Card Update by Grade Level (location: Haw Creek Cafeteria)
August 5 <i>Pre-Planning</i>	7 hours	Back to School Faculty Meeting/Mandated Reported Training Power Planning (K-5) Collaboration time (including special ed, horizons, and special areas teachers who serve each grade) where team will plan for upcoming units of instruction and build common assessments.
August 6 <i>Pre-Planning</i>	3 hours	Power Planning (K-5) Collaboration time (including special ed, horizons, and special areas teachers who serve each grade) where team will plan for upcoming units of instruction and build common assessments.
August 7 <i>Pre-Planning</i>	7 hours	Fountas and Pinnell Phonics and Word Study Workshop: (K-3 Teachers) Professional Development was provided by Heinemann to support purchase of new Phonics/Word Study Program. Focus on differentiated instruction in the areas of <u>phonics</u> and word study.

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August 7 <i>Pre-Planning</i>	4 hours	Technology Update with Emily Dunlap (2 hours) Collaboration time (including special ed, horizons, and special areas teachers who serve each grade) where team will plan for upcoming units of instruction and build common assessments. (2 hours)
August 28 <i>Early Release/Prof. Dev. (School)</i>	3 hours	Step Up to Writing (4 th Grade Language Arts Teachers) Focus on implementing research-based writing program; multi-sensory writing resources to be used for instructing students in the areas of organization, sentence fluency, word choice, conventions, and developing ideas. Collaboration time (including special ed, horizons, and special areas teachers who serve each grade) where team will plan for upcoming units of instruction and build common assessments. (2 hours)
September 9, 10, 12, 16, 24, 27	1 hour	Learning Targets: (K-5) What are learning targets? General overview of the power of using learning targets... Learning Targets: What do we expect our students to know and be able to do? Focus on how learning targets allow us to specifically define what students need to know and what they must do with that knowledge. Teachers will practice writing learning targets as clear statements of intended learning, understanding if we don't we won't be able to end with sound assessments. And without sound assessments, we cannot create the necessary activities and experiences for our students to achieve the targets. Teachers will also look at how learning targets help students continuously monitor their own progress toward achieving those targets. With clear learning targets in place, we can help our students answer the following questions: 1. Where am I going? 2. Where am I now? 3. How do I close the gap?
September 13	1 hour	Step Up to Writing (3 rd Teachers) Focus on implementing research-based writing program; multi-sensory writing resources to be used for instructing students in the areas of organization, sentence fluency, word choice, conventions, and developing ideas.
September 18 <i>Early Release/Prof. Dev. (District)</i>	2 hours	District Collaboration: Settles Bridge, Shiloh Point, Cumming Elementary, Johns Creek, and Brookwood Elementary met as a collaborative group (K-5 teachers) Focus: Data Team Analysis, sharing, learning and growing together; review of TKES standard #4 and 6. *Target Goal: Teachers were to identify and examine growth data being used at their school.
September 17, 19, 20, 23, 26,	1 hour	Technology: Overview of Behavior Referral Plan in Infinite Campus Discuss Grappling's Technology and Learning Spectrum (Literacy/Adapting/Transforming) Have teachers determine what level certain activities are Use Padlet to collaborate on taking one of their lessons to the next level.

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September 30 – October 8	1 hour	Power Planning (K-5) Collaboration time (including special ed, horizons, and special areas teachers who serve each grade) where team will plan for upcoming units of instruction and build common assessments.
October 9	1 hour	Faculty Meeting: TKES Familiarization with TKES Process. Deconstruction of each standard using the “Fact Sheets” and “Understanding the Standard Activity” form.
October 10 – 22	1 hour	Data Teams (K-5) Student Growth Analysis: 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.
October 24 – November 1	1 hour	Learning Targets: (K-5) Types of Learning Targets: Deeper understanding of knowledge, reasoning, skills, products *Goal: Connecting learning targets to differentiated instruction and assessment
November 4 – 12	1 hour	Technology: Review and Discuss how teachers have been using Grappling’s Technology and Learning Spectrum in their lessons Discuss the 4 C’s (Creativity, Critical Thinking, Communication and Collaboration) Use Socrative to collaborate on how to increase 4 C’s in classroom
November 13	1 hour	Faculty Meeting: TKES Familiarization with TKES Process. Deconstruction of each standard using the “Fact Sheets” and “Understanding the Standard Activity” form.
November 14 – 22	1 hour	Power Planning (K-5) Collaboration time (including special ed, horizons, and special areas teachers who serve each grade) where team will plan for upcoming units of instruction and build common assessments.
December 2 – 10	1 hour	Data Teams (K-5) Student Growth Analysis: 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.
December 12,13, 16, 17, January 9	1 hour	Learning Targets: (K-5) Success Criteria: Developing the “look fors” for both the student and the teacher to gauge mastery Develop assessments using different types of learning targets and success criteria. *Goal: Connecting learning targets to differentiated instruction and assessment.
January 6 <i>Prof. Dev. Day (School)</i>	7 hours	PL Rotations: <ul style="list-style-type: none"> • IKAN/GLOSS Training for some staff • Data Teams (K-5)

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		<p>Student Growth Analysis: 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> <ul style="list-style-type: none"> itsLearning Session/Planner feature/Learning Station
January 10 – 21	1 hour	<p>Technology: Review Data from Technology audit in December Determine Strengths and Weaknesses per Grade Level/Classroom Set personal goals to increase Technology Use and integrate Grappling’s Spectrum and 4 C’s</p>
January 15	1 hour	<p>Faculty Meeting: TKES Familiarization with TKES Process. Deconstruction of each standard using the “Fact Sheets” and “Understanding the Standard Activity” form.</p>
January 23 – 31	1 hour	<p>Power Planning (K-5) Collaboration time (including special ed, horizons, and special areas teachers who serve each grade) where team will plan for upcoming units of instruction and build common assessments.</p>
February 3- 11	1 hour	<p>Data Teams (K-5) Student Growth Analysis: 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>
February 12	1 hour	<p>Faculty Meeting: TKES Familiarization with TKES Process. Deconstruction of each standard using the “Fact Sheets” and “Understanding the Standard Activity” form.</p>
February 14 <i>Prof. Dev. Day (District a.m.)</i>	7 hours	<p>District Collaboration: Settles Bridge, Shiloh Point, Cumming Elementary, Johns Creek, and Brookwood Elementary will meet as a collaborative group (K-5 teachers) Focus: Data Team Analysis, sharing, learning and growing together Instructional Technology & BYOT—sharing of resources among schools</p>
February 13 – 27	1 hour	<p>Learning Targets: (K-5) Effective communication: Providing descriptive feedback to students through regular formative assessments. Student Self-Assessment strategies/techniques to monitor their own growth. *Goal: Connecting learning targets to differentiated instruction and assessment.</p>
February 28 – March 10	1 hour	<p>Technology: Itslearning Provide opportunity for teacher’s to collaborate on how they have been using itslearning in their classrooms What is working well? What are areas of improvement?</p>
March 11 – 24	1 hour	<p>Power Planning (K-5) Collaboration time (including special ed, horizons, and special areas teachers who serve each grade) where team will plan for upcoming units of instruction and build common assessments.</p>

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March 19	1 hour	Faculty Meeting: TKES Familiarization with TKES Process. Deconstruction of each standard using the “Fact Sheets” and “Understanding the Standard Activity” form.
March 25, 27, 28, April 7, 8, 11	1 hour	Data Teams (K-5) Student Growth Analysis: 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.
April 16	1 hour	Faculty Meeting: TKES Familiarization with TKES Process. Deconstruction of each standard using the “Fact Sheets” and “Understanding the Standard Activity” form.
April 22 – May 1	1 hour	Learning Targets: (K-5) *Goal: Connecting learning targets to differentiated instruction and assessment.
May 2 – 12	1 hour	Technology: Reflect on Technology Goals from January Session Were goals met? What were peaks and valley from BYOT/Tech use in classroom this year? What are ways to overcome challenges for next year?
May 14	1 hour	Faculty Meeting: TKES Familiarization with TKES Process. Deconstruction of each standard using the “Fact Sheets” and “Understanding the Standard Activity” form.
May 13 - 22	1 hour	Data Teams (K-5) Student Growth Analysis: 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.
May 27 <i>Post-Planning</i>		
May 28 <i>Post-Planning</i>		
Total Hours:		55.5 hours