Forsyth County Schools

A safe, connected, and thriving community for all

Johns Creek Elementary School

2023-2024

School Improvement Plan

Principal: Alyssa Degliumberto

School Mission/Vision Statement(s):

- Vision: Challenging and Engaging Learning for All

- Mission: The mission of Johns Creek Elementary School is to create a safe, vibrant, and supportive community where staff, students, and parents are actively engaged.

School Belief Statements:

- Johns Creek Elementary will build the foundation for each student to be college and career ready upon graduation from Forsyth County Schools, the Forsyth County Schools' Learner Profile. This advanced profile describes the attributes of students attending and graduating from a Forsyth County school. With these academic skills and personal characteristics, Forsyth County Schools' students are college and career ready.

Johns Creek Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: Social & Emotional Health

FCS Performance Objective C: Promote respect, wellness, and balance for staff and students.

Major Focus: Investing in our staff and students to create an environment of respect and wellness at JCE.

- To increase student well-being
- To increase staff well-being

Performance Measures:

- PBIS grade-level data checks
- End of year PBIS scorecard
- Spotlight data
- Teacher check-in feedback

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Increase the number of staff trained in our FCS Mindful Breathing Program. • Implement mindful moments at faculty and leadership meeting for staff self-care • Staff surprise and delights • Individual teacher check-in's • Staff Spotlight monthly recognition • Utilize the classroom morning meeting to develop the 7 mindsets among our students/build community • Promote Family Connect nights each month • Provide calm down opportunities for students during the school day	• Increase the number of staff trained in our FCS Mindful Breathing Program. • Implement mindful moments at faculty and leadership meeting for staff self-care • Staff surprise and delights • Individual teacher check-in's • Utilize the classroom morning meeting to develop the 7 mindsets among our students/build community • Promote Family Connect nights each month • Provide calm down opportunities for students during the school day

Performance Measures: Year-End Results

2022-2023 (Baseline):

- 10 staff trained as of end of 22-23 school year
- SWISS was not used with fidelity to track behavior data in 22-23
- Few classrooms have dedicated calm down spaces

2023-2024:

- 51 staff members trained in Mindful Breathing as of the end of the 23-24 school year.
- Spotlight was used by staff with increased fidelity during the 23-24 school year.
- Student behavior "minors" were looked at monthly by the PBIS team and analyzed monthly at grade level team meetings to determine patterns and trends: Ex: location, time of day, gender, type of infraction)
- Staff spotlight monthly recognition was done with fidelity and highlighted at monthly faculty meetings
- All classrooms were equipped with a chill zone and a box of calming tools for student use

Reflection on Results:

We are very proud of the number of staff we have trained in Mindfulness at Johns Creek Elementary. We know that a regulated teacher leads to more regulated students. We are also proud that our staff not only used the mindful practices for self-care, but many used on a regular basis with their classrooms. We also dedicated time in master schedule to daily morning mtgs in all rooms

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2023-2024 School Improvement Plan

FCS Goal Area: Climate, Culture, & Community

FCS Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging.

Major Focus: Build connections among staff, students, and community to JCE.

Performance Measures:

- Attendance numbers at school events
- Participant feedback at campus events
- Teacher check-in feedback

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Partner with PTO for family engagement events (ex: Heritage Night, Screen on Green, Bingo, All Pro Dads etc. • School Based Family engagement events (ex: Math Festival, Parent University, ESOL Night, Gifted Night etc.) • Parent Volunteer opportunities for both during the school day and at home • Increase number of books and variety of languages in our Multi-Lingual library • Global representation map (cultures & languages of our JCE community and fun facts) • Utilize the classroom morning meeting to build classroom community • Team Spotlight Bulletin Board—highlight little known fact about different teams each month • STAR Team (Staff Togetherness and Rapport) plans for monthly faculty fun	• Partner with PTO for family engagement events (ex: Heritage Night, Screen on Green, Bingo, All Pro Dads etc.) • School Based Family engagement events (ex: Math Festival, Parent University, ESOL Night, Gifted Night etc.) • Parent Volunteer opportunities for both during the school day and at home • Increase number of books and variety of languages in our Multi-Lingual library • Global representation map (cultures & languages of our JCE community and fun facts) • Utilize the classroom morning meeting to build classroom community • Team Spotlight Bulletin Board—highlight little known fact about different teams each month • STAR Team (Staff Togetherness and Rapport) plans for monthly faculty fun

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline):

- 155 books in 7 languages in our Multi-Lingual Library
- Will use GA Health Survey in 23-24 as baseline data

2023-2024:

- 210 books in 14 languages in our Multi-Lingual Library
- STAR Team hosted several fun events for our staff: Dream Dinners, Jewelry making afterschool, bridal/baby showers
- We received positive feedback from families on our Math Festival, ESOL Night and Gifted Night.
- Classroom meetings were held daily with fidelity in all classrooms
- Parents who attended JCE Events: Examples include Approx. 1500 parents attending PAWS student celebration ceremonies this year; 100 attended Gifted Curriculum Night; and 35 attended ESOL Curriculum Night.

Reflection on Results:

The Lambert Connected vertical team successfully held two Parent University events this year. While attendance was up in the Fall, it took a dip in the Spring. We will focus our efforts on a single Parent University in the fall for the upcoming school year. We did not do a great job at tracking numbers at every school-based event this year so will do that moving forward to get an accurate count of participation in all JCE events. We are proud of increasing our multilingual library by adding 55 new books in a total of 14 different languages. The added languages were based on student feedback and requests for new language additions. We are also proud of the work we did with a survey we sent families regarding their heritage, home language, special holidays and important facts about their cultures. The main hallway world map with countries of origin and languages spoken in JCE homes was a huge hit among our students, families and staff.

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2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement.

Major Focus: Improve student achievement in math and literacy.

Performance Measures:

- Implementation of Eureka Math, UFLI, and Heggerty with fidelity
- Milestone Achievement scores
- IRLA levels
- Universal screening and diagnostic assessments
- Beast Academy

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Extended PLC's • Instructional Coach Utilization • Train all K-2nd grade in UFLI • Implementing Eureka Math with fidelity • Analyzing data to make instructional decisions • Increase frequency in which students are engaged in self-assessment and monitoring of their own learning.	• Extended PLC's • Instructional Coach Utilization • Train all K-2nd grade in UFLI • Implementing Eureka Math with fidelity • Analyzing data to make instructional decisions • Increase frequency in which students are engaged in self-assessment and monitoring of their own learning.

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2022-2023 (Baseline):

- Fall Universal Screening
- Fall Beacon (Math & Reading)
- Initial IRLA Levels

2023-2024:

- In order to monitor the implementation of UFLI, we monitored 3 phonics measurements in FastBridge. From Fall to Spring our Universal Screening data showed that in word blending our students at risk decreased from 43% to 19%, in nonsense words at risk students decreased from 28% to 27%, and word segmenting increased from 23% to 28%.
- From Fall to Spring our ELA data in grades 3-5 showed students in the support needed category on Beacon decreased from 5% in Fall to 2% in Spring, their mean score increased from 480 to 510 , and percent of prepared students increased from 29% in Fall to 43% prepared in Winter.
- From Fall to Spring our Math data in grades 3-5 showed students in the support needed category on Beacon decreased from 12% in Fall to 5% in Spring, their mean score increased from 443 to 472, and percent of prepared students increased from 9% in Fall to 15% prepared in Winter.
- On ELA Milestones we noticed a decrease in students scoring Level 4 -Distinguished by 10% (from 43% to 33%).
- Once subgroup data for 23-24 is available, we will analyze subgroup achievement by school, grade, and individual teacher from 22-23 to 23-24.

Reflection on Results:

This year was the first year we implemented extended PLC's. Teachers met as a team two times a month for 90 minutes to dive deeper into deconstructing upcoming standards, to look at pre-assessment data to drive instructional planning for the upcoming unit as well as to create and adjust MTSS groups regularly based on students' areas of growth or strength.

An area of continued growth for our school is continued work on nonsense words and word segmenting and planning for our students who show at-risk tendencies. We need to continue to work on increasing the frequency of students engaged in self-assessment and monitoring of their learning. Our Milestones data showed that the percentage of Level 4-Distinguised students dropped from 22-23 to 23-24. This is an area that will inform our goals and Professional Learning for the 24-25 school year. We will look further at data by grade level and individual teachers to determine possible root causes. Our Milestones Math scores will not be reported until Mid-August.

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2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth.

Major Focus: Increase student growth by utilizing the MTSS framework to increase the use of effective instructional strategies for interventions and enrichment.

Performance Measures:

- Classroom observations
- MTSS groups
- PLC Minutes
- Student Growth Percentiles

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Increase frequency of dedicated PLC time by creating extended PLC's bi-monthly • Instructional Coach Utilization • Conduct IST Kid Talks • Data digs bi-monthly during extended PLC's	• Increase frequency of dedicated PLC time by creating extended PLC's bi-monthly • Instructional Coach Utilization • Conduct IST Kid Talks • Data digs bi-monthly during extended PLC's

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2022-2023 (Baseline):

- Student Growth Models (anticipated Fall 2023)
- Fall Universal Screening
- Fall Beacon (Math & Reading)
- Initial IRLA Levels

2023-2024:

- In order to monitor the implementation of UFLI, we monitored 3 phonics measurements in FastBridge. From Fall to Spring our Universal Screening data showed that in word blending our students at risk decreased from 43% to 19%, in nonsense words at risk students decreased from 28% to 27%, and word segmenting increased from 23% to 28%.
- From Fall to Spring our ELA data in grades 3-5 showed students in the support needed category on Beacon decreased from 5% in Fall to 2% in Spring, their mean score increased from 480 to 510 , and percent of prepared students increased from 29% in Fall to 43% prepared in Winter.
- From Fall to Spring our Math data in grades 3-5 showed students in the support needed category on Beacon decreased from 12% in Fall to 5% in Spring, their mean score increased from 443 to 472, and percent of prepared students increased from 9% in Fall to 15% prepared in Winter.
- On ELA Milestones we noticed a decrease in students scoring Level 4 -Distinguished by 10% (from 43% to 33%).
- Once Growth Percentiles are released in SLDS, we will analyze growth by school, grade and individual teacher from 22-23 to 23-24. We also will compare subgroup growth once that data is available.

Reflection on Results:

This year was the first year we implemented extended PLC's. Teachers met as a team two times a month for 90 minutes to dive deeper into deconstructing upcoming standards, to look at pre-assessment data to drive instructional planning for the upcoming unit as well as to create and adjust MTSS groups regularly based on students' areas of

growth or strength. Once Growth Data is available, this is an area that will inform our goals and Professional Learning for the 24-25 school year. We will look further at data by grade level and individual teachers to determine possible root causes.