

Johns Creek Elementary School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
#1. Social & Emotional Health	(C) Promote respect, wellness, and balance for staff and students	Invest in our staff and students to create an environment of respect, wellness, and balance through the PBIS classroom matrix, morning meetings, and celebrations.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Build connections among our staff, students, and community to promote inclusivity, school pride, and belonging in the Lambert community. Promote a Parent University in the Lambert vertical team.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Increase student achievement through individual conferencing and data-driven instructional decisions.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth through the MTSS framework to provide remediation/enrichment based on data.

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FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	100% of classrooms implemented a classroom expectation matrix as part of our PBIS progression. Dedicated school-wide morning meeting time provided daily time for our staff/students to build community and connection. Staff spotlights were added monthly for staff to highlight colleagues and increase recognition and celebrations of each other. An increasing number of our staff have been Mindfulness trained and have come back and raved about how this training has supported their wellness personally, as well as professionally for use with their students. Also, we have asked trained staff to lead Mindful moments at each faculty meeting this year and have rotated who leads that among trained staff so they can practice implementation with adults, as well as students. To support staff with balance between work and home we planned more meetings during the school day, cancelled meetings where content could be shared in an email, as well as added quarterly 1/2-day power planning 3 times this year for staff to get ahead for the upcoming quarters content.
#4 Climate, Culture, & Community	Feedback was very positive in Fall, and we used that to craft our Spring session offerings. Spring feedback also was very positive, and parents shared they enjoyed the sessions and wanted us to continue offering similar parent sessions. Feedback from the Fall sessions indicated families would like to have clearer communication regarding specific sessions for ES, MS, and/or HS. This adjustment was made in the Spring and yielded positive results.
#5 The Learner Experience	Through increased focus on individual conferencing and data-driven instruction for both whole and small groups, JCE students grew or remained consistent in achievement. Based on this year's data, we will continue to focus professional learning on research based instructional practices during reading conferences to promote increased reading achievement.
#5 The Learner Experience	This year teachers were immersed in analyzing data on both a weekly and monthly basis as part of our professional learning communities. Teams also consistently reviewed data to determine MTSS groups for remediation and enrichment, as well as used this data to guide individual classroom instruction. We look forward to the arrival of growth data in the CCRPI portal to analyze growth for additional ELA areas of strength/growth.