

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Alyssa Degliumberto

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Johns Creek Elementary School

(As it should appear in the official records)

School Mailing Address 6205 Old Atlanta Road

(If address is P.O. Box, also include street address.)

City Suwanee State GA Zip Code+4 (9 digits total) 30024-1206

County Forsyth County State School Code Number* 658-0108

Telephone 678-965-5041 Fax 678-475-1725

Web site/URL

http://www.forsyth.k12.ga.us/site/

Default.aspx?PageID=23524 E-mail adegliumberto@forsyth.k12.ga.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*Dr. Jeff Bearden

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: jbearden@forsyth.k12.ga.us

Other)

District Name Forsyth County Schools Tel. 770-887-2461

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Darla Light

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 20 Elementary schools (includes K-8)
 - 9 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 35 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	63	52	115
1	68	75	143
2	75	80	155
3	83	82	165
4	90	75	165
5	73	80	153
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	452	444	896

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 52 % Asian
 - 4 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 37 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	47
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1	862
(5) Total transferred students in row (3) divided by total students in row (4)	0.068
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 6 %
60 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Chinese, Korean, Spanish, Arabic, Vietnamese, Other Indian
8. Students eligible for free/reduced-priced meals: 8 %
 Total number students who qualify: 56

Information for Public Schools Only - Data Provided by the State

The state has reported that 8 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 12 %
108 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>6</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>18</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>14</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>59</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>6</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	39
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission of Johns Creek Elementary is to create a safe, vibrant, and supportive community where staff, students, and parents are actively engaged.

PART III – SUMMARY

The school of Johns Creek sits on a beautiful Georgia knoll which dots the beginning of the Appalachian Mountains. Separated in two by the emerald vein of the Chattahoochee River, this land was formally the home of rivaling Creek and Cherokee native tribes. This patch of land was the sacred meeting ground for these two tribes to discuss peace treaties. As a place of peace it has remained. In the 19th century the area was christened Johns Creek by the English settlers as it was a major trading post along the Chattahoochee River.

From hallowed Native American land to a marvelous house of learning, Johns Creek Elementary opened its doors in the year 2007. The school sits on 26 acres of land with the square footage of 143,030 square feet. As of March 26, 2015 the student body consists of 931 children nestled into 37 classrooms. With a variety of teaching styles, administrators and teachers are able to support our diverse population within our school's vision of challenging and engaging learning for all. It is at JCE where rigorous learning prepares students for their college experience and future career.

Our students not only thrive within the four walls of our building, many are involved in competitions that carry them on to county, and even state. Each year, our county encourages elementary schools to participate in an Oratorical contest. Students must write a speech on a given topic and then classroom winners present to the school. Winners of our school-wide contest, then go on to the county level to compete. The same holds true with our Spelling Bee winners. Forsyth County also holds an annual Technology Fair which encourages our third through fifth graders to create and analyze in the field of technology. We have been so proud at Johns Creek to have many of our students place in the county tech fair which progresses them to the state level. Johns Creek has had representation at the state level for many years with multiple students winning State Tech Fair awards. Our Parent Teacher Association (PTA) hosts a Reflections competition every year to encourage students to express themselves through the arts. The number of participants at Johns Creek is astounding and many of those students also qualify for county and state competitions. The fourth and fifth grade students at Johns Creek have the opportunity to participate in a robotics club. Each year, our Jag-a-nators work diligently to evolve in robotics and compete with elementary schools across the county. In 2013, they won the Inspiration Award at the state Robotics competition. It is a thrill to see how our students take the knowledge and higher level thinking skills taught in our building out into the community to showcase their talents.

Johns Creek students are challenged daily to delve deeper into the Common Core Curriculum and to live the life of a continuing learner. Currently, Johns Creek holds the title of the highest ranking College and Career Readiness Performance Indicator score in the school district. Between the years of 2008-2011, Johns Creek received the Governor's Award of Student Achievement. This is recognition for the high percentage of students who met and exceeded Georgia state standards. Our highly skilled and practiced teachers coach students with researched-based instruction through using project-based assessment, inquiry-based learning, and precise feedback. It is our goal that JCE students not only become strong with the Common Core, but steadfastly strengthen the core of their learning into becoming stakeholders in the global community. Working closely together, with our parents and community, we have two groups who help bolster the fabric of Johns Creek. The first of these groups is our Local School Council (LSC). This group helps maintain school wide perspectives, enhance student achievement, and close the gap between the community and school. Our second group is our very active Parent Teacher Association who has been instrumental in supporting academics and social advancement for our students. Due to hard work and dedication, we have won several recognitions. The National PTA board has awarded us the PTA Visionary Award and Platinum Award. The Georgia PTA has recognized our PTA as a Model PTA and we have also earned the Hearst Family School Partnership award for parent involvement.

Our partnership with our county's program, Keep Forsyth Beautiful, an environmental awareness program focusing on beautification, liter reduction, and recycling, has earned us the title of Bronze level and Gold level Green School. Through this initiative, we have worked together as a school to become more aware of what we can do collectively to help preserve this beautiful and historic area.

We are proud of our historical roots. We feel that we have taken this once holy ground for the Native Americans and converted it into a community center for children and their families to be sparked with knowledge.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Johns Creek teachers are highly proficient in enlightening our students with engaging lessons to facilitate learning the Common Core Georgia Performance Standards (CCGPS). Our Johns Creek teachers use varied instructional methods such as modalities of learning styles, positive higher level learning environments, and a rooted affection and understanding for students as unique individuals who thrive with various modes of instruction.

All subject areas at Johns Creek are built upon the rock of the CCGPS. Based on scoring and student performance, learners in grades four and five have the ability to participate in advanced content for math, science, and English language arts instruction. Three specific curriculum approaches are used to promote students' achievement in all subject areas. The main approach is that of project-based learning (PBL). To our PBL bedrock we layered cross curricular instruction in the format of inquiry based learning. This is defined as a seeking for truth, information, or knowledge through active questioning. Reading and writing are imbedded into the fabric of all subject areas. The circle of learning is very observable in our building.

All grade levels instruct reading and grammar with a primary focus to increase text complexity and higher order thinking skills. Kindergarten through second grade use a multisensory phonics program to teach phonics within a Daily 5 and Café routine centered classroom. Grades three through five focus heavily on etymology, the use of higher level vocabulary, and proper use of punctuation in order to prepare for college and career entrance exams. Teachers in our school, including the self contained autism teacher, use common vocabulary to teach children how to restate a question, answer the question fully, cite appropriate evidence, and summarize to provide a strong sense of closure. English language arts (ELA) teachers use various grouping strategies with fluid student movement to ensure personal development and content mastery. Students are coached to deepen their understanding of a text to cultivate a holistic comprehension of the literature and the valuable impact of reading. ELA standards are taught in backwards design using the philosophy of Grant Wiggins, Jay McTighe and Daniel Coyle.

The eight Standards for Mathematical Practice listed by the Common Core Initiative are the building blocks of our math curriculum at Johns Creek. Lessons are created to make math as concrete as possible for students of all ages and developmental levels. Daily instruction includes review, discussions with Number Talks, individual coaching to strengthen accuracy, and reasoning through mathematical problems with application of the real world. Various grouping strategies are used to diversify the content and focus on the differentiated understandings of the students. Small groups are continuously regulated with data to keep students fluidly moving on the upward path to mathematical expertise. Writing lessons are also incorporated into daily math instruction. Kindergarten through fifth grade students are taught to restate the question, give a logical answer, and explain the steps s/he used to execute his/her solution.

Science at Johns Creek is alive with wonder through the scientific method and the Georgia Benchmarks for Science Literacy. Teachers use PBL to give students a hands-on experience to revel in discovery. Our science lab is maintained by a certified science teacher who collaborates with all grade levels to provide the optimum learning experience through inquiry-based instruction. The science lab teacher and classroom teacher use resources between them to extend science instruction into the classroom. Science is made personal through interactive journaling, quality media, current technology, and open ended questioning.

Heavily intertwined with our ELA instruction, social studies permeates the halls of learning at Johns Creek by teaching the Georgia Performance Standards. Students cherish their participation in the project-based instruction of history, geography, and economics. Projects are created with learning modalities in mind and deepened with Bloom's Taxonomy. To enhance a real world connection to the past, teachers use writing instruction through the genres of narrative, informational, and opinion to deepen the level of historical understanding. This pedagogical preparation by our educators leads students to the discovery of people and places which mark our American history.

2. Other Curriculum Areas:

All students at Johns Creek are weekly given one forty minute segment of instruction in music and art. On any given day one will be able to enjoy the beautiful sound of music floating through the hallways of Johns Creek. Our curriculum is based on the Fine Arts Georgia Performance Standards where students create, perform, and indulge in song. Students also research musicians of history, styles of music, and are given the opportunity to create their own compositions. Our young artists' work is showcased in the hallways as they are inspired to create standards-based projects that extend the learning of their classroom. Students use different mediums to create pieces of work, such as paper, yarn, clay and paint as they bring people, places, and cultures alive.

PTA supports student enrichment through the Arts in Education program. Artists in music, art, and literature come to share their craft with students. Their passion demonstrates how one's interests can spark the desire to one day become a career.

All students receive two segments of PE during the week in a structured environment. The Johns Creek community believes in keeping Forsyth healthy. Through physical education, our teachers model an active lifestyle and the pathway to pleasurable longevity. PE is a differentiated environment where students are taught at their physical ability and are challenged to build coordination and stamina. In addition to PE, students are given a daily 20 minute recess period of free choice exercise and socialization.

In addition to our special areas of art, music, and physical education programs, Johns Creek Elementary has implemented two connections classes. Each quarter every grade level is on a three week rotation with our counselors, K-5 Informational and Research Teacher, and Instructional Technology Specialist. These rotations coincide with our other three special area classes, allowing our teachers on each grade level to have valued common planning time.

During the guidance portion of the rotation, our counselors create American School Counselors Association aligned lessons for our students on topics which include personal safety, goal setting, student diversity, listening skills, regulating emotions, and handling stress. They also inspire conflict resolution through the Kelso's Choice Program which empowers children to successfully resolve contention and know the appropriate time to ask adults for help. Cyber-bullying is a focus for our fourth and fifth grade classes along with developmentally appropriate lessons on internet safety for all grade levels. Year round, our counselors work with all grades on test taking and coping skills. Over the last two years, additional focus has been geared toward the seventeen Georgia Career Clusters to prepare all grades for college and career. Our counselors work collaboratively over several weeks during connections time with the media teacher and the fifth grade ELA teachers to allow the Georgia Career Portfolio research to extend into the classroom in the form of writing/research.

Our K-5 Informational and Research Teacher and Instructional Technology Specialist have been diligent in collaborating with our classroom teachers to integrate grade level standards as the skeleton of our connections classes. We feel it is of great importance that connection classes are an extension of the general education classroom. We are accomplishing this by coproducing with the classroom teachers to give the children the benefit of extending their higher level learning to their connections period. Both teachers facilitate proper research practices and provide resources for further investigation. In conjunction with groundwork research skills, the teachers offer computer program choice and instructional technology coaching for all students to complete their tasks at their personal performance level. A few examples of academic projects completed in conjunction with the classroom standards are: solids and liquids in second grade, fossils and habitats in third grade, Revolutionary War trading cards in fourth grade, and a Mine Craft Amendment project in fifth grade.

Two years ago, Forsyth County launched "itslearning", a learning management system. JCE has consistently been a leader and model for other elementary schools in our district as to how this resource can best be utilized. All of our teachers use this system in classes from Kindergarten through fifth grade, as well as all our specials classes, to post assignments and use discussion boards. itslearning is a vital tool in home-

school communication and for providing resources for families. The media teacher and instructional technology specialist aid the students in all grade levels with the use of itslearning.

3. Instructional Methods and Interventions:

Differentiated instruction is the pledge of excellence for Johns Creek teachers. The master schedule is designed to allow for team collaboration and optimum student support throughout the day. It is our ideology that all students deserve to make academic gains of at least one grade level by the end of the year no matter his/her developmental level. This growth is accomplished through differentiation.

Our most struggling students receive support in multiple ways through intensive instruction and interventions. The Early Intervention Program (EIP) teacher offers programs based on research and best practice instructional strategies to target the precise area that a student needs support. Our English Language Learner (ELL) teacher offers extensive vocabulary support along with visual cues to our students.

Instructional Extension is offered once a week for an hour before school for third through fifth graders not making sufficient gains in reading or math.

In fourth and fifth grade, advanced content ELA and Math classes are offered to students who have multi-year data to support the need for high level rigor. Students in these classes do not need to be identified as gifted to receive services. Placement is based on content specific instructional need.

Test preparation is delivered to all students, with a targeted group for those who struggle with test anxiety or who were unsuccessful on the test in previous years. Our fifth grade teachers offer a six-week rotation for math boot camp to review core standards in small group settings.

Technology is used school-wide to enhance instructional engagement. Students bring their own technology to school to use as educational tools. Students are given opportunities to become producers of knowledge using their personal devices. Due to ever-changing technology and applications, student choice offers instant differentiation providing students ownership of their learning. Our teachers seek to find the latest and greatest ways to use technology to enhance CCGPS. The use of devices, laptops, interactive white boards, and desktops allows for transformational learning and global awareness to sustain learning.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Johns Creek Elementary administers a state wide assessment, the Criterion Referenced Competency Test (CRCT), in April to measure students' mastery of standards in the areas of Reading, English/Language Arts, Math, Science and Social Studies. Georgia teaches the Common Core State Standards for Reading/ELA and Math and the Georgia Performance Standards (GPS) for Science and Social Studies. Students receive a score in each subject which aligns to these bands of progress: Exceeds Expectation (score of 850 or above), Meets Expectation (800-849), and Does Not Meet Expectation (below 800). In the information below and the attached tables, the Meets and Exceeds band is listed as "Proficiency and Above" and Exceeds is listed as "Advanced".

Our staff continuously strives to pursue excellence in enhancing the goals of our school improvement plan and strives to meet and exceed the minimum requirements of the state. Third through fifth grade students have consistently scored in the Proficiency and Above and Advanced categories in both reading and math. In math, 98.6% of our third through fifth grade students scored in Proficiency and Above and in reading, 100% of students in grades three through five scored Proficiency and Above.

A key focus is to increase our percentage of students performing in the Advanced category. Assessment and instruction are the roots of our professional learning and professional practice. We use pre-assessment data to drive instruction, organize small group differentiated instruction, and implement research-based best instructional strategies.

From 2009/2010 to 2013/2014, our third grade students in math moved from 69% Advanced to 81% Advanced, fourth grade students moved from 73% to 82% Advanced, and fifth grade from 80% to 87% Advanced. We attribute this success to an increased school-wide focus on math fact fluency, math journaling, and use of pre-assessments to determine instructional needs and plan for small group differentiation.

From 2009/2010 to 2013/2014, our third grade students in reading/ELA moved from 72% Advanced to 82% Advanced, fourth grade students moved from 72% to 82% Advanced, and fifth grade from 57% to 80% Advanced. We attribute this success to a multi-year focus on K-5 guided reading, implementing running record assessments tri-annually, a focus on text complexity and close reads, and intentional focus on purchasing resources that were non-fiction, informational texts and primary source documents.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Using assessment data to drive instruction is the fundamental element to the academic success at Johns Creek. Our teachers consistently gather results from diagnostic, formative and summative assessments to realign groups, and to improve differentiated instruction. Our school leadership team reviews data through a school-wide lens. A data dig is conducted for each subject by grade level to identify trends and gauge academic strengths and weaknesses. We work hard to build collegial teams that are based on trust and support for each other. Teachers review their historical data yearly to look for personal teaching trends and to reflect on areas of strength and growth. An Instructional Lead Teacher is on staff to serve as curriculum support, to mentor teachers, and to model best teaching practices.

Each grade level conducts common pre/post unit assessments in mathematics and English language arts. Our administrators also use macro-level data to build classes. Lexile levels, Fountas and Pinnell results, and CRCT scores are used to group students from day one. Tri-annually, teachers assess the children's reading advancement with a running record. Every two weeks, teams meet in Instructional Support Teams (IST) to discuss the progress of students in the Response to Intervention (RTI) process. Student Support Teams (SST) meet three times per year to discuss student progress with parents and support teams. In both IST and SST meetings, teachers discuss strategies and data to support the students' academic needs. Twice a year Forsyth County Schools administers grades two through five a benchmark assessment. From this data,

teachers know where their students begin in the fall and can measure the amount of academic progress in the spring. Data teams meet every five weeks with administration to discuss how teachers are supporting students. Areas of strengths are noted and resources are gathered to help teachers individualize instruction for weaknesses.

Our staff exhibits the importance of communication with our families regarding student progress. Through Friday folders, emails, our learning management system and our online Parent Portal, families keep abreast of academic achievement of their children. Parents may conference with staff members at any time to learn how their child is advancing through the CCGPS or regarding any other questions or concerns they may have.

Part VI School Support

1. School Climate/Culture

Johns Creek is where we actively seek to keep our students engaged and motivated by striving to make our school a warm and positive place to learn. The smiles shown by staff are easily exhibited as teachers interact with students. Child and adult laughter is not an uncommon phenomenon. Our teachers create an environment where students are comfortable exploring new learning opportunities and taking academic risks. It is conveyed to students that mistakes should be embraced and are an essential part of the learning environment.

Our endeavor to promote a climate of trust and teamwork within the classrooms is enhanced by using the Olweus program which is an anti-bullying curriculum where students actively participate in resolving conflict.

Our entire school participates in vertical teaming House Meetings. We have eight houses, most of which have one class from each grade level represented. We meet once a month where we focus on one of the 7 Mindsets, and students wear a shirt designating their house color for camaraderie. These meetings are an opportunity for students to bond with those on other grade levels while discussing character building lessons. Throughout each month, students are working together to earn coins for their houses. Coins can be earned for exemplary behavior in the hallway and during specials classes. The house with the most coins by the meeting date receives popcorn as a reward for their great choices. The JCE community has an opportunity to recognize their teachers publically when they have gone above and beyond. These “Shout it From the Treetops” are acknowledged at house meetings which build community while focusing on empowering our students and teachers.

Teachers can also give “Fish Bucks” to other staff members as a way of recognizing positive things others do. “Fish Bucks” not only serve as recognition but also give the recipients a chance to win gift cards at monthly staff meetings. Annually, our teachers reach outside the school building to donate to several local charities to help build the community.

We provide additional opportunities for social and emotional growth for our students. There are after school clubs, Student Council, Safari Leaders, Recycling Crew, Morning News Crew, and Chorus. The counseling department also provides opportunities for students to participate in academic or therapeutic groups when appropriate. These clubs, organizations and activities simultaneously provide both learning and socializing opportunities. When students feel happy, secure, and valued in an environment, they excel.

2. Engaging Families and Community

Johns Creek is home to an ever increasing diverse population. We consistently look for ways to connect with our families from various cultures so they are involved and an active part of the JCE family.

Our very active Parent Teacher Association provides social opportunities which foster parent and child relationships within the building so a positive rapport will extend to the home and community. Special memories are made at our Holidays Around the World celebration where families showcase how they celebrate holidays. To increase father participation, we have a Father/Daughter dance, fathers assist with Friday morning carpool duty, and All Pro Dads breakfasts. These breakfasts follow the national curriculum of the All Pro Dads organization to promote relationships between children and their fathers. The PTA also provides grants that fund a science lab, an outdoor classroom, playground equipment, and supplemental instructional resources. When community families are in need of school supplies, food, clothing, or household goods, the PTA assists the counselors in providing for them.

Many teachers facilitate events that mesh student activities with opportunities for parents to interact, participate, support, or observe their children in the school setting. These include chorus performances, musicals, art shows, the Veterans Day celebration, Battle of the Books, Scholastic Book Fair, Jump Rope

for Heart, the Tree of Warmth, and other community holiday food/gift giving programs. JCE is home to a multitude of volunteers who assist in any place they are needed, from recycling to our mentoring program.

There are opportunities for parents to connect with administrators through learning sessions organized at the school. These Parent Toolbox Sessions are based on topics gathered from parent feedback. For example, we offer training on itslearning, internet safety, Common Core curriculum, and the upcoming Georgia Milestones assessment. Our English Language Learner teacher offers parent meetings regularly to assist with how to support our ELL students at home. Lastly, our partners in education offer discounted and free resources for our students.

Our staff does an outstanding job communicating important upcoming events. Teachers use student agendas, itslearning, and emails to keep families informed. Important events and achievements for our JCE family are posted on our website, Facebook, and Twitter pages.

Johns Creek thrives because of the interactive nature of our parents, staff, and community all working towards a common goal of what is best for our students.

3. Professional Development

Professional development at Johns Creek targets multiple layers of support that impact the school at large, grade levels, content areas, and individual teachers. We offer opportunities for teachers to participate in professional development that are interest based and aligned to school improvement goals and teacher needs.

During the hour before student instruction begins, our teachers participate in sessions that focus on data teams, curriculum and instruction, technology integration, and team collaboration. Our principal, assistant principal, instructional lead teacher, and instructional technology specialist are able to focus the training on programs and strategies that directly tie into the Teacher Keys Evaluation System and have a direct impact on student instruction.

Tapping into the strengths and interests of our staff has allowed us opportunities to send our teacher leaders to training sessions for project-based learning, improving feedback, and questioning while also supporting them in obtaining their Gifted, English for Speakers of Other Languages, or Math endorsements. Recently, our teachers experienced firsthand instruction from researcher John Hattie at a Visible Learning Conference. Invigorated by professional learning, our teachers find ways to implement their newfound knowledge in the classroom.

Common grade level planning times also offer training opportunities. Our administrative team and county content area leaders are able to attend planning sessions to provide guidance on using data to drive instruction, Number Talks, number numeracy, and Fountas & Pinnell Assessment. Teachers discuss the formations of differentiated reading groups and use our online management system to extend online learning into the home for our students and parents. All of these trainings have a direct effect on teacher interaction with students and a positive impact on student learning.

In addition to using faculty meetings to deliver state and county materials, a key part of training is helping us better understand individuals. Our counselors led our staff through a color-based understanding of personalities to help individuals learn more about themselves and their colleagues. Not only is it important for us to know about each other, we need to know the best ways to engage with the community we serve. To better understand our growing diversity, we invited a professor from a local university to direct us on how to better communicate with our students and their families.

4. School Leadership

Functioning fully in distributive leadership, our team at Johns Creek has several groups of leaders who drive the decision making in the building. The principal and assistant principal serve as facilitators

throughout the building guiding discussions to lead and empower teachers to problem solve.

Our school leadership is not only comprised of staff members, we also have regular meetings with our Parent Teacher Association and our Local School Council where we discuss school-wide and county initiatives and ask for feedback from parents and members of the community.

Our administrative team is the Principal, Assistant Principal, Assistant Administrator, Instructional Lead Teacher, Instructional Technology Specialist, K-5 Information and Research Teacher, and two counselors. Our team meets weekly to collaborate on professional learning, scheduling, staff and student needs, and to discuss overall school-wide perspectives. We work diligently to use the talents of our staff. Due to our Principal's perseverance, we have been able to hire two K-5 teachers midyear to pull small groups in multiple grade levels throughout the day. This reduces class sizes and increases instructional support in many classrooms.

The leadership team meets monthly to discuss school-wide goals, upcoming events, concerns, and resources departments may need for student success. School funds have been allocated based on need rather than allotting a specific amount per grade level. The leadership team works together to determine what resources are best for the greater good. Our leadership team includes the administrative team, a grade level representative, and representatives from special areas and special education. These members share the information discussed with their grade level/department and gather input to bring back to the leadership team.

Every staff member serves on a committee in which they are interested. The Sunshine Committee plans social events for the staff to build morale. The 21st Century Committee is a tech savvy group of teachers who share different programs and applications that are successful in their classrooms. Our New Educators committee supports the new teachers of JCE with a yearlong orientation to the building and Forsyth County Schools. For team building and self improvement, we have a 7 Mindsets committee. Our math/science and ELA committees function as vertical teams. Teams are critical to hearing the voice of all staff and gaining a school-wide perspective on all facets for decision-making.

The school leadership is a shared responsibility where everyone has a voice. Our philosophy is based on the idea that we are all leaders and work together to create a positive learning environment.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CRCT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Georgia Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	98	97	98	97	97
Advanced	81	83	78	75	69
Number of students tested	149	137	135	132	150
Percent of total students tested	100	95	96	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above	95	94	95	75	87
Advanced	63	72	65	50	56
Number of students tested	19	18	23	16	16
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above			100		
Advanced			50		
Number of students tested			10		
6. Asian Students					
Proficiency and above	97	100	98	100	100
Advanced	89	94	90	95	94
Number of students tested	75	50	52	40	34

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	99	97	95	96
Advanced	71	83	75	68	62
Number of students tested	59	69	63	77	107
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: Any subgroup with no data listed for certain years means that they were not reported per state summary as a subgroup due to the small number of students tested.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CRCT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Georgia Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	99	98	97	97	98
Advanced	82	78	66	76	73
Number of students tested	143	146	130	156	116
Percent of total students tested	99	98	95	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above	100	94	80	79	90
Advanced	58	59	20	37	60
Number of students tested	12	17	15	19	10
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above	100	98	100	97	100
Advanced	90	90	88	89	85
Number of students tested	58	59	40	36	26
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	99	99	94	98	97
Advanced	82	74	58	74	70
Number of students tested	65	68	74	110	77
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: Any subgroup with no data listed for certain years means that they were not reported per state summary as a subgroup due to the small number of students tested.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>CRCT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Georgia Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	99	97	98	100	98
Advanced	87	90	84	91	80
Number of students tested	169	135	160	112	118
Percent of total students tested	99	95	97	97	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above	95	87	93		88
Advanced	71	67	29		29
Number of students tested	17	15	14		17
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	91				
Advanced	55				
Number of students tested	11				
6. Asian Students					
Proficiency and above	100	100	100	100	97
Advanced	96	100	95	94	88
Number of students tested	73	44	39	31	32
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	98	99	100	97
Advanced	84	88	81	94	78
Number of students tested	74	73	111	68	69
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: Any subgroup with no data listed for certain years means that they were not reported per state summary as a subgroup due to the small number of students tested.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CRCT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Georgia Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	100	100	98	100
Advanced	82	83	79	76	72
Number of students tested	148	144	136	132	151
Percent of total students tested	99	100	97	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above	100	100	100	85	95
Advanced	74	74	61	33	57
Number of students tested	19	21	24	17	16
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above			100		
Advanced			59		
Number of students tested			11		
6. Asian Students					
Proficiency and above	100	100	100	100	100
Advanced	86	82	88	90	84
Number of students tested	74	52	52	39	34
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	91	96	99
Advanced	76	86	74	71	67
Number of students tested	59	74	63	78	108
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: Any subgroup with no data listed for certain years means that they were not reported per state summary as a subgroup due to the small number of students tested.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CRCT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Georgia Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	100	100	99	100
Advanced	82	80	75	72	72
Number of students tested	144	145	132	156	115
Percent of total students tested	99	97	96	99	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	1	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above	100	100	100	75	95
Advanced	70	53	43	33	45
Number of students tested	13	18	18	19	10
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above	100	100	100	100	100
Advanced	87	87	83	80	84
Number of students tested	58	58	39	36	25
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	100	99	99
Advanced	84	77	71	70	71
Number of students tested	65	68	77	110	77
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: Any subgroup with no data listed for certain years means that they were not reported per state summary as a subgroup due to the small number of students tested.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>CRCT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Georgia Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	99	99	100	100
Advanced	80	75	79	85	57
Number of students tested	169	140	162	114	118
Percent of total students tested	99	99	98	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficiency and above	100	95	98		98
Advanced	45	30	55		21
Number of students tested	18	20	17		17
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	96				
Advanced	46				
Number of students tested	12				
6. Asian Students					
Proficiency and above	100	100	100	100	100
Advanced	86	87	82	86	80
Number of students tested	72	44	38	31	32
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	99	99	100	100
Advanced	80	74	79	90	49
Number of students tested	74	78	114	70	69
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: Any subgroup with no data listed for certain years means that they were not reported per state summary as a subgroup due to the small number of students tested.