

**Fulton County Schools
School Improvement Plan
2009-2012**

School : **Johns Creek High School**

Principal : **Buck Greene**

What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

Objective # 1	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve GHSGT performance	11 th grade, all students	194	16%	Percentage of all 11 th grade students passing all five sections of the GHSGT			Baseline		
	11 th grade, SWD	78	6.5%	Percentage of 11 th grade SWD sub-group passing all five sections of the GHSGT			Baseline		
	11 th grade, all students	194	16%	Percentage of all 11 th grade students passing the science portion of the GHSGT			Baseline		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
<ul style="list-style-type: none"> Percentage of all 11th grade students passing all five sections of the GHSGT Percentage of 11th grade students with disabilities passing all five sections of the GHSGT Percentage of all 11th grade students passing the science portion of the GHSGT Scores on Checkpoints test – GHSGT Science Diagnostic for students at risk (administered October 12-23) Grades in 11th graders' science courses at end of first semester (January posting) 	Testing Coordinator	Annually

Interim Data Collected – Mid-Year Update

Detailed results are in SAMS, but overall performance on the Checkpoints GHSGT science diagnostic test: 35 teacher-recommended students were tested : 50-74%correct= 20 percent of students, 25-49% correct= 72 percent of students, 0-24% correct= 8 percent of students

11th grade students' science course fall semester grade distribution: 26% earned "A" / 58% earned "B" / 16% earned "C" / zero students earned "F"

GHSGT results not available until end of school year

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What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Interactive white board and ActiveExpression training – The entire teaching faculty will receive two separate vendor-provided trainings to explain use of and provide modeling on the Promethean interactive white boards as well as the ActiveExpression individual student response systems. (some through duty time and some through the Learning Matters professional development days) The first training is an overview of how to use the board and all of its controls and components. The second training is actual classroom application training and modeling of how to incorporate this technology into instruction to bolster achievement. All science teachers and special education teachers will benefit from this school initiative and leave with the ability to integrate technology and obtain immediate data feedback in science classes.</p>	<p>Science teachers, vendor trainers</p>	<p>n/a</p>
<p>Data utilization from “ActiveExpression” in lesson planning – JCHS purchased the latest technology Promethean interactive whiteboards and “ActiveExpression” student response systems for every teacher in the building. Science teachers and special education teachers will use ActiveExpression for real-time individualized feedback on student understanding of a current lesson. The ActiveExpression has voting buttons as well as the ability to answer in text like using a blackberry keyboard – students have an individual hand-held device and respond to teacher inquiry. The responses may be charted on the interactive whiteboard or sent only to the teacher, but real time responses may be evaluated to see if students are understanding the current lesson. The lesson may be adjusted based on the student responses. This allows real-time adjustment and differentiation of the current lesson.</p>	<p>Science teachers and Special Education teachers</p>	<p>n/a</p>

Actions Taken – Mid-Year Update
 The installation of state-of-the-art Promethean interactive white boards has been completed in 62 classrooms at JCHS. Teachers completed the first day-long training on these boards in December. The second full day of training is yet to be scheduled by Fulton County’s James Stewart. Teachers received the interactive board as well as a classroom set of ActivExpression student response systems. These student response systems are not simply the old Activote buttons; they are new, state-of-the-art enhanced response remotes that even allow for text responses from individual students. Teachers are using the boards for instant feedback

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on student understanding – anonymous by remote identification number, but graphed on the board for the entire class, or with names to the teacher only if desired. Teachers may record any of these graphs to give them hard-copy data to track understanding of instruction. This assists us with ease of data utilization.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Parent Volunteers staff lunchtime computer labs – The school will organize a lunchtime opportunity for students to visit computer labs for remediation in any of the four core subject areas during the last half of their lunch period – multiple days per week.	Head Counselor and Department Chairs	n/a

Actions Taken – Mid-Year Update

The counseling department has organized a parent volunteer schedule to keep one computer lab, on the counseling hallway for employee supervision as well, open all day every day of the week (even better than our goal above) for student use. Students may use this lab as a writing lab for any course during lunches. We are working on a plan now to expand this to core subject remediation by having volunteer core subject teachers in there at lunches as well. That has not been accomplished by December.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources
Common planning time for all science and special education teachers – JCHS has created a bell schedule that allows for 45 minutes of daily common planning time for every department. Science teachers and special education teachers will use this time, as scheduled, to assist each other with interpreting data and adjusting lesson plans accordingly. These teachers may also always share successful “best practices” during this common planning time. Anticipated outcomes: common assessments, common instructional lessons, sharing best practices, specific student weaknesses and strengths identified, discussed, and addressed through instruction.	Principal and Department Chairs	n/a, provided through school instructional budget

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<p>Differentiation of Instruction/Assessment Training – We will have an initiative this year, led by our special education teachers and ESOL teachers, that will provide regular education teachers with practical instructional methods that bolster achievement for special education and ESOL students who are embedded into regular education classes. Regular education teachers will be taught how to differentiate instruction and differentiate assessments for these special sub-groups. This training will be delivered on Learning Matters days and in faculty meetings throughout the year.</p>	<p>Special Education Department Chair</p>	<p>School will provide for needs</p>
<p>Actions Taken – Mid-Year Update Special education and ESOL teachers presented to all full-time regular education teachers at an afternoon faculty meeting in October. The presenters shared proven best practices for modifications for special education and ESOL students who are mainstreamed. The presenters also shared advice on how to accept possible slower progress in the beginning and how to bring students along rapidly over time – their point was to reduce the stress of the regular education teachers when special education or ESOL students do not achieve up to expectations at the beginning of a semester.</p>		
<p>Actions Taken – End of Year Report</p>		
<p>Mid-Year Summary</p>		
<p>Preliminary conclusions regarding progress on this objective: As a brand new school, we have many procedures in place of which I am very proud. All but one of the above goals are well on the way to being completed. The leadership team and faculty know that we are not where we desire to be overall, but we are running smoothly as a school and achieving many desired goals along the way.</p>		
<p>Additional action to be taken during remainder of this school year: Complete Promethean interactive board training Share strategies for student data utilization across departments Organize core subject teachers to staff computer lab at lunches</p>		
<p>End of Year Summary</p>		
<p>Overall Conclusions regarding this Objective:</p>		

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Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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What is a priority area for improving **Student Achievement** at your school? (Include no more than five, complete one form per objective.)

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Objective # 2	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve Science performance	9 th grade, all students	521	43%	Percentage of all 9 th grade students passing the Biology EOCT			Baseline		
	9 th grade, black students	57	5%	Percentage of black 9 th grade students passing the Biology EOCT			Baseline		
	9 th grade. Hispanic students	40	3%	Percentage of Hispanic 9 th grade students passing the Biology EOCT			Baseline		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
<ul style="list-style-type: none"> Percentage of all 9th grade students passing the Biology EOCT Percentage of black 9th grade students passing the Biology EOCT Percentage of Hispanic 9th grade students passing the Biology EOCT Scores on Checkpoints test – Biology Pre-test (administered August 17-28) Grades in Biology course at end of first semester (January posting of grades) Scores on Checkpoints Test – Biology EOCT Diagnostic Test (administered March 1-12) 	Testing Coordinator	Annually

Interim Data Collected – Mid-Year Update

Teachers used the Checkpoints Biology “Pre-test” to guide them in common planning. Teachers looked at deficiencies to determine standards of focus for fall semester. The detailed results are in SAMS, but the overall Biology pre-test performance is as follows: 499 students tested, 75-100% correct= 3 percent of students, 50-74%correct= 28 percent of students, 25-49% correct= 57 percent of students, 0-24% correct= 12 percent of students

All students' Biology course fall semester grade distribution: 18% earned “A” / 43% earned “B” / 30% earned “C” / 9% earned “F” - We watch Biology and Math 1 failures very closely in high school because they are predictable courses where students get off-track for graduation. These students who failed the fall semester of biology have been referred to the graduation coach for attention – tutoring and remediation will be offered and encouraged.

All EOCT and the Biology EOCT diagnostic Checkpoints test results will not be known until later in the spring.

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What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Data utilization from Checkpoints in biology lesson planning – Checkpoints pre-test data will be evaluated by each teacher through the use of SAMS. Data are provided all the way to the individual student level and the individual test domain level. Teachers will look at department trends and distributions as well as individual student trends and distribution to then adjust instruction at the classroom level to assist all students in mastering standards. Anticipated outcome: specific student weaknesses and strengths identified, discussed, and addressed through instruction.</p>	Biology teachers	n/a
<p>Interactive white board and ActiveExpression training – The entire teaching faculty will receive two separate vendor-provided trainings to explain use of and provide modeling on the Promethean interactive white boards as well as the ActiveExpression individual student response systems. (some through duty time and some through the Learning Matters professional development days) The first training is an overview of how to use the board and all of its controls and components. The second training is actual classroom application training and modeling of how to incorporate this technology into instruction to bolster achievement.</p>	Biology teachers, vendor trainers	n/a
<p>Data utilization from “ActiveExpression” in biology lesson planning – JCHS purchased the latest technology Promethean interactive whiteboards and “ActiveExpression” student response systems for every teacher in the building. Biology teachers will use ActiveExpression for real-time individualized feedback on student understanding of a current lesson. The ActiveExpression has voting buttons as well as the ability to answer in text like using a blackberry keyboard – students have an individual hand-held device and respond to teacher inquiry. The responses may be charted on the interactive whiteboard or sent only to the teacher, but real time responses may be evaluated to see if students are understanding the current lesson. The lesson may be adjusted based on the responses. This allows real-time adjustment and differentiation of the current lesson or assessment.</p>	Biology teachers, Science Department Chair	n/a
<p>Actions Taken – Mid-Year Update</p> <p>Teachers used the Checkpoints Biology “Pre-test” to guide them in common planning. Teachers looked at deficiencies to determine standards of focus for fall semester. Those overall performance results are quoted immediately above. The teachers were able to use the first Learning Matters Day to create lesson plans in over-arching areas where students were deficient. Biology teachers created peer tutoring groups within their classes through data analysis and paired those who</p>		

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had proven understanding in a standard with those who may be deficient in understanding of that particular standard.

The installation of state-of-the-art Promethean interactive white boards has been completed in 62 classrooms at JCHS. Teachers completed the first day-long training on these boards in December. The second full day of training is yet to be scheduled by Fulton County's James Stewart. Teachers received the interactive board as well as a classroom set of ActivExpression student response systems. These student response systems are not simply the old Activote buttons; they are new, state-of-the-art enhanced response remotes that even allow for text responses from individual students. Teachers are using the boards for instant feedback on student understanding – anonymous by remote identification number, but graphed on the board for the entire class, or with names to the teacher only if desired. Teachers may record any of these graphs to give them hard-copy data to track understanding of instruction. This assists us with ease of data utilization.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **Stakeholder Involvement** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources

Actions Taken – Mid-Year Update
 Biology is a course that we watch very closely to make sure all of our 9th grade students stay on track for graduation. Four years of science are now required and failing one semester of biology means that a student is no longer on track for graduation. Parents are contacted by our graduation counselor when their son or daughter is in danger of failing or has failed a biology course. We work hard to keep all students on track for graduation. Communication occurs regularly through the school web site and public meetings. Individualized parent communication occurs through parent conferences, by telephone, and by email.

Actions Taken – End of Year Report

What initiatives/improvements will be implemented in the area of **School Management** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources

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<p>Common planning time for all science teachers – JCHS has created a bell schedule that allows for 45 minutes of daily common planning time for every department. Biology teachers will use this time, as scheduled, to assist each other with interpreting data and adjusting lesson plans and creating lesson plans and assessments accordingly. These teachers may also always share successful “best practices” during this common planning time.</p>	<p>Principal</p>	<p>n/a</p>
<p>Learning Matters Day initiative - Biology teachers will have dedicated time to compare and analyze data as a group. The data from Checkpoints, grade reports, ActiveExpression reports, and current class averages, and any other achievement data will be utilized. Best practices for Biology instruction will also be shared during this time. Anticipated outcome: specific student weaknesses and strengths identified, discussed, and addressed through instruction.</p>	<p>Biology teachers, Science Department Chair</p>	<p>n/a</p>

Actions Taken – Mid-Year Update

The school created a bell schedule that allows common lunch time for the biology teachers. Those teachers have 55 minutes every day of the week to hold common planning meetings as a working lunch for the entire 55 minutes or have a 30 minute lunch and a 25 minute meeting daily. This has worked out tremendously well – the teachers like the time together and labeled it as very effective.

The first fall Learning Matters Day was spent sharing among biology teachers regarding the Checkpoints “Pre-test.” This pre-test data was evaluated as a teacher group. As stated above, specific common lesson plans were created to address areas of student need in biology. The teachers involved labeled this workshop as very effective.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:
 The biology teachers are pleased with the common efforts to date. They especially report how well the common time together has affected their attention to any student achievement concerns – those times being the common lunch period and Learning Matters Day time. We continue to shape ourselves as a new school and the focus on common teacher planning time at JCHS is becoming a unique, valued characterization. Middle schools have built-in common planning time among teachers groups, but high schools are not known for supporting that in their master scheduling. We have made that a priority at JCHS and feel that it is and will continue to positively affect teacher effectiveness and student achievement.

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<p>Additional action to be taken during remainder of this school year: Biology teachers and the graduation coach will continue to target Math 1 students who are failing or making a "C" currently. Biology teachers will recommend at-risk students for lunch time remediation</p>
<p><i>End of Year Summary</i></p>
<p>Overall Conclusions regarding this Objective:</p>
<p>Future Steps to Address this Objective:</p>

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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Objective # 3	Target Group			Performance Measure(s)	Baseline		Target/Indicator of Success		
	Description	No.	% of Population		2007-08	2008-09	2009-10	2010-11	2011-12
Improve Math performance	9 th grade, all students	521	43%	Percentage of all 9 th grade students passing the Math 1 EOCT			Baseline		
	9 th grade, black students	57	5%	Percentage of black 9 th grade students passing the Math 1 EOCT			Baseline		
	9 th grade. Hispanic students	40	3%	Percentage of Hispanic 9 th grade students passing the Math 1 EOCT			Baseline		

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected during 2009-10	Position Responsible	Frequency
<ul style="list-style-type: none"> Percentage of all 9th grade students passing the Math 1 EOCT Percentage of black 9th grade students passing the Math 1 EOCT Percentage of Hispanic 9th grade students passing the Math 1 EOCT Grades in Math 1 course at end of first semester (January posting of grades) 	Testing Coordinator	Annually

Interim Data Collected – Mid-Year Update

Math 1 EOCT scores will not be available until end of school year

All students' Math 1 course fall semester grade distribution: 45% earned "A" / 31% earned "B" / 16% earned "C" / 8% earned "F" - students earning an "F" are placed in support Math and offered special tutoring and other support services through the teacher and graduation coach

What initiatives/improvements will be implemented in the area of **School Initiatives/Professional Development** to support this objective?

Implementation Plan for 2009-10	Position Responsible	Budget/Resources

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What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Actions Taken – Mid-Year Update Communicating with our parents regarding Math1 and the entire GPS math curriculum timeline is a continual process. Parents have received each revised math flow chart and other evolving Math news through our evening parent meetings such as 9th grade parent night in the fall, transition parent meetings at both the middle and high school in the spring, open house at JCHS in September, and through our school web site. Parents are contacted by our graduation counselor when their son or daughter is in danger of failing or has failed a math course. We work hard to keep all students on track for graduation. Communication occurs regularly through the school web site and public meetings. Individualized parent communication occurs through parent conferences, by telephone, and by email.</p>		
<p>Actions Taken – End of Year Report</p>		
What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan for 2009-10	Position Responsible	Budget/Resources
<p>Data utilization from Checkpoints in Math 1 lesson planning – Checkpoints pre-test data will be evaluated by each teacher through the use of SAMS. Data are provided all the way to the individual student level and the individual test domain level. Teachers will look at department trends and distributions as well as individual student trends and distribution to then adjust instruction at the classroom level to assist all students in mastering standards. Anticipated outcomes: specific student weaknesses and strengths identified, discussed, and addressed through instruction and assessment development.</p>	<p>Math Teachers, Curriculum Assistant Principal</p>	<p>n/a</p>
<p>Common planning time for all math teachers – JCHS has created a bell schedule that allows for 45 minutes of daily common planning time for every department. Math teachers will use this time, as scheduled, to assist each other with interpreting data and adjusting lesson plans accordingly. These teachers may also always share successful “best practices” and create common assessments during this common planning time.</p>	<p>Principal and Department Chairs</p>	<p>n/a</p>
<p>Learning Matters Day initiative – Math 1 teachers will have dedicated time to compare and analyze data as a group. The data from Checkpoints, grade reports, ActiveExpression reports, and current class averages, and any other achievement data will be utilized. Best</p>	<p>Math teachers</p>	<p>n/a</p>

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<p>practices for math instruction will also be shared during this time. Anticipated outcome: specific student weaknesses and strengths identified, discussed, and addressed through instruction and assessment development.</p>		
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Actions Taken – Mid-Year Update

Teachers used the Checkpoints Math 1 “Pre-test” to guide them in common planning. Teachers looked at gaps to determine standards of focus for fall semester. The detailed results are in SAMS, but the overall Math 1 pre-test performance is as follows: 435 students tested, 75-100% correct= 1 percent of students, 50-74%correct= 19 percent of students, 25-49% correct= 69 percent of students, 0-24% correct= 11 percent of students

The school created a bell schedule that allows common lunch time for the math department teachers. Those teachers have 55 minutes every day of the week to hold common planning meetings as a working lunch for the entire 55 minutes or have a 30 minute lunch and a 25 minute meeting daily. This has worked out tremendously well – the teachers like the time together and label it as very effective, especially for common planning for Math 1 and Math 2 GPS material.

One entire fall Learning Matters Day was spent sharing vertically with all high school math teachers and all middle school math teachers. JCHS hosted the event and the principal attended. All standards of 6th through 8th grade math as well as Math 1 and Math 2 were on posters around the classroom for the entire workshop. Teachers moved around the room to read, interact with, and share with each other about the vertical alignment of the standards. Teachers shared regarding student gaps in math skills. Teachers devised effective methods for sharing with each other in the future. The teachers involved labeled this workshop as very effective.

Actions Taken – End of Year Report

Mid-Year Summary

Preliminary conclusions regarding progress on this objective:
 Each objective listed above is being pursued effectively. We are pleased with progress on common assessments for Math 1 and Math 2 as well as the improvement of vertical understanding among math teachers.

Additional action to be taken during remainder of this school year:
 Math teachers and the graduation coach will continue to target Math 1 students who are failing or making a “C” currently.
 Math teachers will recommend at-risk students for lunch time remediation.
 Math teachers will continue to pursue strong vertical sharing within the cluster.

End of Year Summary

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Overall Conclusions regarding this Objective:

Future Steps to Address this Objective:

Principal Signature		Area Superintendent Signature		LSAC Chair Signature	
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