



Comprehensive Needs Assessment 2020 - 2021 School Report



**Forsyth County
Cumming Elementary School**

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Jordan Livermore
Team Member # 2	Assistant Principal K-2	Amber Lamb
Team Member # 3	Assistant Principal 3-5	Kristin Glass
Team Member # 4	Kindergarten Grade Chair	Amalina Hernandez
Team Member # 5	1st Grade Chair	Kara Billington
Team Member # 6	2nd Grade Chair	Nancy Pappas
Team Member # 7	3rd Grade Chair	Christie Zerkel

Additional Leadership Team

	Position/Role	Name
Team Member # 1	4th Grade Chair	Katie Felts
Team Member # 2	5th Grade Chair	Kadi Sipsy
Team Member # 3	Title I Lead/Coach	Jennifer Emmert
Team Member # 4	Media Specialist/Instructional Coach	Jennifer Lozen
Team Member # 5	Quality Work Facilitator	Kelly Caldwell
Team Member # 6	ITS	Liz Pfister
Team Member # 7	ESOL Grade Chair	Edna Webb
Team Member # 8	Special Education Chair	Jenny McClain
Team Member # 9	PBIS Coach	Amy Gravitt
Team Member # 10	Family Engagement Coordinator	Virginia Brown

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Family Engagement Coordinator	Virginia Brown
Stakeholder # 2	PTO Past President	Megan DeCosta
Stakeholder # 3	PTO President	Melanie Jordanopoulos
Stakeholder # 4	PTO Treasurer	Stacey Hubert
Stakeholder # 5	PTO Secretary	Bri Daniels
Stakeholder # 6	PTO Vice President	Brittany Amos
Stakeholder # 7	Business Representative	Tina Rerrario
Stakeholder # 8	Parent/Business Representative	Becca Harper

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	A face to face meeting with the local school council was held and due to COVID-19 and school building closures virtual feedback was obtained. The meeting and virtual setting were formatted to provide a safe, welcoming atmosphere to all stakeholders. Input was sought from all representatives and the message that their feedback is honored and valued was conveyed.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards	✓
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Coherent Instruction Data

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	✓
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Coherent Instruction Data

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	✓
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Coherent Instruction Data

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Coherent Instruction Data

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	✓
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	<p>The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.</p>	
4. Not Evident	<p>A school leadership team does not exist or does not have adequate stakeholder representation.</p>	

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	✓
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Effective Leadership Data

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Effective Leadership Data

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	✓
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	✓
2. Operational	<p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	
3. Emerging	<p>The goals and strategies of the school improvement plan are occasionally monitored by administrators.</p>	
4. Not Evident	<p>The goals and strategies of the school improvement plan are rarely, if ever, monitored.</p>	

Effective Leadership Data

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	✓
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	✓
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	✓
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	✓
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	✓
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	✓
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	<p>Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.</p>	✓
3. Emerging	<p>Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.</p>	
4. Not Evident	<p>Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.</p>	

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Data

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by “TFS” (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	✓
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	<p>Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p>	
3. Emerging	<p>Some evidence exists that the school supports the college and career readiness of students.</p>	✓
4. Not Evident	<p>Little or no evidence exists that the school supports the college and career readiness of students.</p>	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	
School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<p>What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]</p>	<ul style="list-style-type: none"> ● 19-20 Student Health Survey Results ● 19-20 GA DOE Staff Climate Survey Results ● 19-20 GA DOE Parent Climate Survey Results ● 19-20 Student Behavior Referrals and Reports ● Digital Parent Feedback Survey conducted in May ● Official complaint procedures feedback located in the Family Resource Room and on school website ● Attendance Data
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<p>What does the perception data tell you? (perception data can describe people’s knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question “What do people think they know, believe, or can do?”)</p>	<p>152 parents completed the Climate Survey. Parent survey results indicate that parents are overall pleased with their experience with Cumming ES. The areas in which parents ranked lower were being involved in school decisions, being actively involved in their student's activities, and frequently volunteering. This is most likely due to the fact that our population consists of the working class and several families have limited transportation.</p> <p>Personnel survey results indicate that staff are overall pleased and feel safe and comfortable in the school. Staff did indicate lower percentages when the questions referred to parent involvement in regard to PTO events, parent teacher conferences, volunteer, and school activities. Personnel also indicated student behavior as somewhat of a concern in regards to students treating each other with respect, treating each other fairly regardless of race, ethnicity, culture, or academic ability. Additionally, personnel stated that student behavior sometimes prohibits teachers to teach effectively so students can learn.</p> <p>Student survey results indicate that 3rd, 4th, and 5th graders generally like school and feel they do well. Only 3% of students report not liking school or feeling like they do well in school. PBIS and SEL have shown positive results in that 88% of students feel that "my school wants me to do well" and 83% of students state that "my school has clear rules for behavior." Similarly to the staff survey, 52% of students report that students in their class sometimes behave so teachers can teach. Students also reported not always getting along with other students and that students do not treat each other well. Despite the positive remarks about school, we continue to see high numbers of extended student absences. 153 students (15% of student population) were reported as being absent for 10 or more days.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<ul style="list-style-type: none"> ● MTSS data ● APTT data ● Student participation in clubs and after school programs ● Academic support rosters based on multiple criteria ● PLC data <p>Just as we routinely monitor our perception data, we also continuously monitor the effectiveness of our school and student growth by completing an annual Comprehensive Needs Assessment, gathering input and data from all stakeholders to set goals for our School Improvement Plan, reviewing and analyzing our RTI/MTSS process at monthly data team meetings, monitoring current research-based interventions, and completing logic models for all evidence based interventions that were purchased and implemented.</p>
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<p>What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)</p>	<p>After completing a Comprehensive Needs Assessment, we identified both school strengths and weaknesses. One of the greatest strengths that was revealed through our process data is that nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. The data also revealed that the initiatives we implemented during the 17-18 school year continue to be effective and will be continued during the 20-21 school year. These initiatives include APTT meetings, SIOP model classrooms, school-wide implementation of PBIS, and Professional Learning Communities. The stakeholders continually rated the effective leadership standards at Cumming Elementary School with exemplary marks on the data collection analysis, with the exception of data-driven school leadership team and numerous processes are used frequently to analyze data. Stakeholders remarked that data is analyzed frequently, but actions to data are more reactive than proactive.</p> <p>In the Fall and Winter of 2019, a team of administrators and teacher leaders attended GLISI base camp and leadership summit. Participants were guided to strategically analyze practices and processes in place within the school. After seeing a decrease in CCRPI score to 79.1 in 2019 from 83.7 in 2018, the school leaders focused heavily on instructional practices because the largest area of decline on CCPRI was in Closing the Gaps with decline of 29.2 points. In addition, Math received a red flag indicating that students did not meet the improvement target. Therefore, the school leaders and stakeholders agreed that rigorous classroom instruction; as well as, a focus on effective math instruction is an area CES needs to grow.</p> <p>In Fall of 2019, CES began a new PLC process which guided teachers in analyzing assessment results collaboratively. After the collaborative analysis of the assessment results, grade levels adjusted their classroom instruction to</p>
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meet the students' needs. CES will continue to implement these new PLCs and professional development sessions to continually offer opportunities for teachers to vertically and collaboratively align school wide practices with a focus of rigor and mathematics. Additionally, CES will continue to implement PBIS, monthly SEL lessons, and a student-led virtual APTT model to build a learning environment that empowers students to actively monitor their own progress by training teachers and students to use tools like rubrics and checklists.

During the 19-20 school year, due to COVID-19 we were able to conduct two of the three Academic Parent Teacher Teams meetings. Students, teachers, and parents were able to set, practice and track the achievement of the first foundational skill goal. Fifty percent of K-5 students met their goal by the second APTT meeting. Over the past three years, the attendance trend at APTT meetings declined after the first meeting. The same was true for the 19-20 school year. 63% of families attended the first meeting and 60% attended the second meeting in January. The FEC continues to plan, coach teachers, and implement APTT. Through APTT and other family events she builds relationships with staff and families in order to gain an understanding of the student needs and provide training to support students growth academically.

Out of the 1,014 students who attended Cumming ES during the 19-20 school year, 161 students were provided timely, systematic, data-driven interventions. These 161 students received academic or behavioral support and interventions through MTSS equating to approximately 16% of our student population. In combination with the 272 students with disabilities, 96 students are in Tier II and 65 are Tier III. When we combine that percentage with the 27% who are identified as students with disabilities, the number of students receiving an intervention is equivalent to 43% of our population.

The 19-20 school year was the first year CES implemented Second Step as the structured SEL weekly lessons. There were 92 behavior referrals from August 2019-March 2020 occurring among 26 students. This is an increase from the 18-19 school year from which there were 36 behavior referrals. This increase is most likely a result of a better understanding of the importance of tracking student behavior data and using it to address and support social emotional needs.

<p>What achievement data did you use?</p>	<ul style="list-style-type: none"> ● Georgia Milestones EOG Spring 2019 Assessment scores ● ACCESS data ● CCRPI ratings ● Student and subgroup reading levels as based on the Fountas and Pinnell Benchmark System and American Reading Company's Independent Reading Level Assessment (IRLA)
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<p>What does your achievement data tell you?</p>	<p>Current data shows a need for school improvement related to student achievement and progress. Cumming Elementary's CCRPI score declined from 83.7 in 2018 to 79.1 in 2019. We feel the decline in score is mostly due to our students' math scores on the 2018 GA Milestones Assessment and the Closing Gaps (subgroup) data. The math scores reveal that all subgroups did not show growth or meet the target score. We also had all but one subgroup not meet the target score in ELA. Due to these results we have analyzed the Tier I instruction in classrooms at CES through TKES observations, a rigor walk through conducted by a team of teacher leaders, and analysis of the coherent instructional systems. Through this collection of data, there is an urgent need for general education teachers to participate in collaborative planning to deconstruct standards, identify and establish learning targets, develop learning progressions, and design learning experiences so that students feel empowered to monitor their own progress.</p> <p>After analyzing the science and social studies data, it is clear that the SIOP strategies we implemented during science and social studies positively impacted instruction. Both subgroups of ELL and SWD met the learning target with 6% improvement in science and social studies; therefore, we plan to continue implementing SIOP related strategies during science and social studies instruction throughout the FY21 school year. We are also planning to implement SIOP in some math classes during the 20-21 school year as student performance did not meet in any target areas in mathematics.</p> <p>When we analyze the trends between the GA Milestones Assessment with the compiled school wide student reading levels (based on F & P Benchmark System and ARC IRLA), the data shows that 68% of the student body is reading on or above grade level. However, this knowledge is not transcending into student performance on the ELA GA Milestones Assessment. We believe that by implementing more collaborative data reflection opportunities, professional learning on conferring with students, teachers will collaboratively plan rigorous targeted instruction to meet the needs of their students, especially in the area of literacy skills such as writing and reading comprehension and conferring with students.</p> <p>Looking at the GA Milestones reports, students performed slightly better on the 2019 assessments versus the 2018 assessments. On the 2019 ELA assessment 42% of 3-5 graders scored within the proficient or distinguished learner range; however, in 2018 only 38% of 3-5 graders scored within the proficient or distinguished learner range. The student performance trend on the math assessment shows that students continue to score about the same. In 2018, 46% of 3-5 graders passed the math assessment and in 2019, 47% passed the math assessment. This lack of growth on the assessments is concerning to the teachers and administrators.</p> <p>Majority of our ELL students scored at the developing (35.7% of students) and</p>
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expanding (27.8% of students) performance level on the ACCESS assessment. None of the ELL students at CES scored at the reaching performance level. The trend bridges the performance levels appropriately at each grade level with Kindergarten having the most students performing at the Entering level and majority of fifth graders performing at the expanding performance level. The strongest skills of our English Language learners are listening (average score of 4.9) and comprehension (average score of 4.1). The greatest areas of weakness are speaking (average score of 3) and writing (average score of 3.1).

In order for students to receive more support, third, fourth, and fifth grades will have reduced class sizes to allow teachers to conduct individual and small group reading and math conferences more frequently. Each student conference a teacher conducts is a personalized formative assessment that allows students to self reflect, set goals, and have specific targeted instruction for their individual needs. This tailored conferencing and instruction allows students more opportunities for success. Additionally, the reduced class size model provides additional opportunities for student interactions to help support English learners language proficiency skills. The increase in individual and small group conferencing will also provide opportunities for teachers to model and teach specific writing techniques and strategies.

As mentioned in the STAR experiment research, reduced class sizes greatly impact poor, minority, and male students. Students within the smaller class size model reap extra benefits in terms of improved test outcomes, school engagement, and reduced grade retention and dropout rates. (retrieved from <https://eric.ed.gov/?id=ED540485>) This research guided us to implement the reduced class size model two years ago. The goal in utilizing Title I fund to include reduced class size teachers along with inclusion teachers was to benefit more students simultaneously. With the inclusion model, the students impacted were solely the students identified through the multiple criteria process which is about 20-30 students per grade level; whereas, the reduced class model impacts all 100 students on the grade level. The inclusion teachers also reported a lack of effective instruction due to time constraints. Between their transitions in and out of classrooms, their instruction time was limited to around 30 minutes.

Over the past two years we have implemented the reduced class size model, we have seen a positive growth trend in our students' reading and ACCESS scores. In the 18-19 school year, 33% of second graders showed improvement on their F & P reading level. Of the 64 EL 2nd grade students, 42% of them showed an increase on their overall ACCESS score. During the 19-20 school year, the average growth as measured by American Reading Company was .7 year's growth for 1st and 3rd graders. The 1st grade students showed .9 year's growth, which is .1 higher than the district 1st grade average. The 3rd grade students averaged .7 year's growth, which is .2 lower than the district 3rd grade average. Of the 118 1st and 3rd graders, 45% of them showed improvement on their overall ACCESS score.

<p>What demographic data did you use?</p>	<ul style="list-style-type: none"> ● SLDS subgroup data ● SLDS enrollment data ● SLDS attendance data
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<p>What does the demographic data tell you?</p>	<p>The Cumming Elementary Student body is composed of a diverse group of students.</p> <p>Over the past two years our student population has remained steady with about 1,000 students. Majority of the students are of Hispanic origin (379). This number has decreased since the 18-19 school year. The other demographic groups are:</p> <ul style="list-style-type: none"> ● American Indian/Alaska Native: 6 ● Asian: 12 ● Black, Not of Hispanic origin: 46 ● White, Not of Hispanic origin: 379 ● Two or more races: 26 <p>The number of students who are ELL has decreased from 420 (18-19) to 401 (19-20) school year.</p> <p>The number of students with disabilities (SWD) has decreased from 312 (18-19) to 272 (19-20).</p> <p>The number of students who receive free and reduced lunch has held steady (about 630 students) over the past two years.</p> <p>The number of migrant students is below 5. Five in 18-19 and three in 19-20. 32 students are MV and 2 students are living in foster care.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The area of greatest strength in Coherent Instructional System is nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student and the effectiveness of those interventions is consistently monitored through monthly data teams and adjustments are made in a timely manner. Data is consistently monitored and instruction is adjusted for all IST and SST students.</p> <p>An area of growth is to increase our collaborative processes of instructional design and the analysis of assessment results to consider the needs of all learners as well as adjust our grading practices to accurately portray student performance of the standards. Another area of growth is establishing and communicating clear learning targets and success criteria that is clearly aligned with the required curriculum standards as well as engaging students in becoming active participants in monitoring and understanding their own progress towards goals. As a staff we continue to focus on researching and implementing effective literacy and math Tier I instructional strategies that meet the needs of all our students, as well as focus on planning effective, data-driven instruction in all academic areas.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The administrative team has focused over the last few years to establish a common vision/mission that defines school culture and guides the continuous improvement process. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement. Leadership also initiates and manages change to improve staff performance and student learning. To meet the growing needs of our school, as identified by data analysis, we will continue to implement APTT, PBIS, and the reduced classroom size model in third, fourth, and fifth grades. The family engagement coordinator, teacher leaders, and SEL/PBIS coach all partner with administration to develop implementation plans for these initiatives. The</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Family Resource Room draws families especially in the Fall around parent conferences; however, the activity quiets down after that. In order to increase visitation and visibility the FRR was moved to a more centralized location; however, virtual requests for materials will most likely be implemented this year due to COVID-19 and visitation restrictions within the building. 87 items were borrowed from the FRR last year.</p> <p>The Title I Lead teachers follow numerous processes to frequently analyze data, as well as, complete a root cause analysis on data in order to improve student achievement. The lead teachers also assist with the Title I Plan development and revisions, coordinate with school administrators to ensure goals are achieved and match the school plan, attend all Title I district technical meetings and coordinate with the district's Title I director, develop and maintain accurate Title I documentation, present data findings to the school leadership team and oversee Title I staff. These lead teachers also work as instructional coaches who guide PLCs to collaboratively analyze a variety of data to improve student achievement.</p> <p>The leadership at Cumming ES contributes to the high CCPRI climate rating. Administration goes above and beyond to support the staff and families of the school. Clear and concise communication is sent out weekly from the principal and during the COVID-19 stay at home orders, there was daily communication. The communication is open and administrators openly welcome feedback and ideas to improve the school. The administrators are very visible and have a positive presence in the building. Not only has SEL been offered to students, but also to staff members through mindfulness and movement opportunities and daily "Be Happy" emails.</p> <p>As a way to build the SEL and PBIS programs at CES, Cougar Nation was born. The leadership team branded the school with this new slogan as a way to tie all the pieces together for staff, students, and parents. The school mascot is the cougar and named Cody. Cody's new icon is everywhere for the students to see. He is posted on the school rules, also known as, The Cougar Code of "Be Kind, Be Safe, and Be Responsible." He is on the school's Facebook page, and reading incentive stickers and magnets. The school store is also named "Cody's Mart." All of these efforts have created a strong, familial culture within the school walls. During the COVID-19 extended stay at home orders, PBIS efforts were shared with families to extend the Cougar Code to students' homes.</p> <p>The challenge for the leadership at CES is to be more proactive with data trends. Data and the SIP are constantly monitored, but actions are often reactive. Through the work of the PLCs, it is anticipated that more extensive, comprehensive processes will be developed to consistently analyze data to improve student achievement.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The area of greatest strength in the Professional Capacity System is that professional needs are identified and differentiated through a collaborative analysis process using a variety of data including student achievement data, teacher effectiveness data, and perception data from staff and families. Administrators and staff routinely collaborate to improve individual and collective performance through conferencing and feedback on teacher effectiveness. Our stakeholders see that our staff is involved and share in the decision-making process which promotes growth in teacher leadership capacities. An area of growth would be to align the Professional Learning Communities to the school improvement goals and using data to inform instructional planning decisions within our classrooms. Teachers' development of a wide variety of instructional strategies including those used to implement in the DLI classrooms, SIOP strategies for all content areas, and continuing our family connections through APTT all address the academic needs of our students. While our instructional strategies have continued to grow, we continue to see a discrepancy in our achievement scores. Focusing on professional learning that promotes using data to drive instructional planning will assist with aligning curriculum vertically within the building to support a K-5 continuum of learning and allow us to be intentional about the design and the needs of all learners. Teachers continue to utilize the school and district instructional coaches and ARC literacy coaches to monitor and evaluate the impact of professional learning on staff practices.</p>
<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team observed that Cumming Elementary is at least operational in all standards, but exemplary in several. 2019-2020 was the third year that APTT was implemented school wide and contributed to many of the exemplary ratings including communicating academic expectations and current student achievement to families, as well as, continually developing the capacity of families to use support strategies at home that enhance academic achievement. We believe the success of these standards has been due to the continual efforts from our Family Engagement Coordinator to communicate, connect, reach out, and train the parents and family members of our students.</p>
<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Cumming Elementary received a 5 star rating (99.5) on the CCRPI school climate score. We have made a lot of growth in this area and are excited to report that 88.% of 3-5 grader students expressed through the GA Student Health Survey that the school always wants them to do well and 70% of students always feel that they are treated with respect by teachers and staff. Additionally, 83% shared that the school has clear rules for behavior. This is a testament to the continued implementation of the Positive Behavior Interventions & Support program known as PBIS. The team believes that by having a few staff members as leaders in the PBIS program at CES will improve our supportive learning environment for all students. CES plans to implement SWIS, which is a behavioral tracking system to help staff and administrators identify trends in student behavior. Through the SWIS data collection, staff</p>

Strengths and Challenges Based on Trends and Patterns

	<p>can improve the PBIS implementation practices.</p> <p>The area CES can improve within the the supportive learning environment is to continue to focus on establishing academically challenging, personalized learning classrooms where students set goals and monitor their personal growth. Staff and students have expressed through the GA Health Survey that students often misbehave in class which hinders teachers ability to effectively teach. Research shows that when students are engaged in their learning misbehaviors decrease. Building academically challenging classrooms, promoting student engagement, and implementing PBIS school wide will improve student behaviors and as a result impact achievement performance.</p>
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<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The team observed that the historical trend in enrolled Hispanic students has only fluctuated a few percentages over the past few years; however, the percentage of students who receive EL services has continued to increase over the years. The number of students served by EL teachers increased 1% last year.</p> <p>The location of CES is in an area of our district that does not have significant new residences being built; however, the student population is very transient as much of the housing is rentals or lower priced housing. We have seen a slight increase in our economically disadvantaged student population since last year. For the 2019-2020 school year, 62% of our students were reported coming from an economically disadvantaged background, which is up 1% from the previous year. With COVID-19, we anticipate that the number of families with financial need will increase throughout the school year.</p> <p>We have seen that there is a need for a continued focus on supporting students that are English Learners as well as students identified as economically disadvantaged since they make up the largest percentage of our population. One of the greatest challenges we face is that a large percentage of our parents are not fluent in English (54% of the students are of Hispanic origin). This creates a communication barrier between the teachers and the parents; as well as, a gap in students' academic support at home. We do have a large number of staff who speak Spanish and can translate documents for families, but it still limits the communication to these families since teachers must wait for translation help when calling or emailing a parent. Often, students are asked to translate to their parents about school information. Another challenge is that a large percentage of the parents do not have email or are limited in their knowledge about technology (emails, school announcements on the website and social media, and resources available online). There are several parents who are illiterate in English or Spanish as well. Due to these language barriers, students are often unable to receive academic support from their parents at home. Parents who do not speak English will be limited in their ability to</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>assist their child who is learning to speak and read English.</p> <p>Year after year, we see a trend in students that fall within the subgroups of ED and EL lacking early literacy skills. This lack of literacy ultimately affects the students' rate of academic success in all content areas. AWe will continue to focus on utilizing instructional strategies to meet the needs of these subgroups by implementing SIOP strategies in our K-5 classrooms, offering two Dual Language Instruction (DLI-as a research based effective model for English language acquisition) classrooms in Kindergarten, First, and Second grades, providing additional teachers to support classroom instruction, collaborating between coaches and teachers to build consistency of instruction, as well as providing reduced class sizes in third, fourth, and fifth grades. Based on the GA EOG GMA scores, our students' reading levels, and the percentage of students who receive free and reduced lunch, it is clear that many of our students require additional support and attention, and reducing the class sizes will help provide an environment for more personalized and individualized assistance. We are also excited to offer Dual Language Immersion instruction to provide an environment that fosters multilingual student success.</p>
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<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strength: Students showed an increase of performance in their science and social studies scores on the GAMS. +3.57 points on science and +4.60 on social studies scores. This trend exemplifies the effectiveness of the SIOP model CES implemented during science and social studies instruction throughout the 18-19 school year.</p> <p>Challenges: The overall content mastery score as calculated by CCRPI was 68.3, which is .4 points below the state and 29.4 points below the district score. During the 2019-2020 school year, Cumming Elementary will be one of three Title I elementary schools in Forsyth County, with 61% of its students receiving free or reduced cost meals. Additionally, 57% of our students are Hispanic with over 580 children served through the ESOL program. During the 2019-20 school year, 161 students received academic or behavioral support and interventions through MTSS equating to approximately 16% of our student population. When we combine that percentage with the 27% who are identified as students with disabilities, the number of students receiving a tier II, II of IV intervention is equivalent to 43% of our population.</p> <p>Due to COVID-19, our last data set for reading levels was in January, at which time 55% of 3rd, 4th, and 5th graders were reading below grade level expectations. Research shows that one of the best predictors of high school graduation is whether or not a child is reading on grade level by the end of 3rd grade. For us to improve in this area, we must provide more targeted guided instruction and conferencing in the primary grades to close the gaps in reading achievement before a child reaches 3rd grade. Through the use of reduced class</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>size model, third, fourth, and fifth grade teachers will be able to restructure their instructional time to incorporate a Reading Workshop model through the ARC reading program and a writing workshop model to support academic weaknesses. Each workshop model allows for 5-10 minutes for a whole-group mini lesson, 40-45 minutes of guided and independent reading, and 5-10 minutes of sharing and reviewing. This model also allows additional opportunities to utilize the instructional strategies of SIOP. For SIOP to be implemented with fidelity, students must have access to scaffolded instructional materials and be granted the time to engage in frequent academic discourse. The research indicating higher student achievement levels in smaller class sizes led us to implement this model. A smaller student-to-teacher ratio allows for teachers to focus more on individual students. Each student has unique learning styles and needs and when teachers have more time to conference with individual students the teacher can consistently challenge and support each student's learning by providing appropriate content and developing skills which address individual learning differences; as well as, teaching and learning can occur at high levels and students can be self-directed learners. With a smaller number of students, the amount of classroom distractions is more limited and the teacher can consistently provide a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.</p> <p>In addition to classroom reduction teachers, the diverse needs of our students and families require a Family Engagement Coordinator to guide families to supporting their child at home to ensure student success. The Family Engagement Coordinator is the liaison between our teachers and families to bridge the learning gaps and instruction that is occurring during the school day by providing a plethora of resources and guiding teachers as they plan and implement APTT.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>Cumming Elementary School is dedicated to all our learners' needs. Staff in our building know that each student is unique and they have a passion for teaching our students to meet their potential. Some of our greatest strengths are the implementation of timely, systematic, data-driven interventions, a dedicated staff that consistently demonstrates a sustained commitment for continuous improvement, and the assurance that student needs are identified</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	and differentiated through a collaborative analysis process using a variety of data.
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Challenges	The biggest challenges Cumming Elementary School faces are the high percentage of students who do not speak English as their first language, the high transient trends of these students, and the high percentage of students who live in poverty. These factors all have a negative impact on student achievement and are important factors to consider when planning and implementing daily instruction as well as building school culture.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Large percentage of students not reading on grade level
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	
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Overarching Need # 2

Overarching Need	Large percentage of students performing below grade level expectations in mathematics
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	
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Overarching Need # 3

Overarching Need	Large percentage of students not showing significant academic growth
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes

Overarching Need # 3

Priority Order	3
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Additional Considerations	
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Overarching Need # 4

Overarching Need	High percentage of students who were absent ten or more days
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Large percentage of students not reading on grade level

Root Cause # 1

Root Causes to be Addressed	High percentage of students lack school experience and/or early literacy skills needed for success in Kindergarten.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	High percentage of students whose first language is not English
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Due to a high percentage of poverty, students' school readiness and academic performance is negatively impacted through a lack of consistent aspects of health, home life, spoken language, and resources.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	The high transient student population lacks consistent education within an academic year.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Lack of effective phonemic instruction
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and

Root Cause # 5

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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Overarching Need - Large percentage of students performing below grade level expectations in mathematics

Root Cause # 1

Root Causes to be Addressed	Many students lack school experience and early numeracy skills before Kindergarten
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	High percentage of students whose first language is not English
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Due to a high percentage of poverty, students' school readiness and academic performance is negatively impacted through a lack of consistent aspects of health, home life, spoken language and resources.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	The high transient student population lacks consistent education within an academic year.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Students learning a second language have limited academic vocabulary and inadequate language acquisition skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 5

Impacted Programs	Title III - Language Instruction for English Learners and Immigrant Students
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Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	Lack of a consistent process to deconstruct academic standards
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Large percentage of students not showing significant academic growth

Root Cause # 1

Root Causes to be Addressed	Students learning a second language have limited academic vocabulary and inadequate language acquisition skills.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title III - Language Instruction for English Learners and Immigrant Students Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	The high transient student population lacks consistent education within an academic year.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Due to a high percentage of poverty, students' school readiness and academic performance is negatively impacted through a lack of consistent aspects of health, home life, spoken language, and resources.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	High percentage of students whose first language is not English
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Parent and Family Engagement Program Title III - Language Instruction for English Learners and Immigrant Students

Root Cause # 4

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Lack of a consistent process to deconstruct academic standards
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - High percentage of students who were absent ten or more days

Root Cause # 1

Root Causes to be Addressed	Poverty and lack of resources
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Students travel outside of the country and are absent from school for a significant amount of time.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Lack of transportation
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	COVID-19 pandemic
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	No
Impacted Programs	School and District Effectiveness

Additional Responses	
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School Improvement Plan 2020 - 2021



Forsyth County Cumming Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Forsyth County
School Name	Cumming Elementary School
Team Lead	Jennifer Emmert

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Large percentage of students not reading on grade level
Root Cause # 1	Lack of effective phonemic instruction
Root Cause # 2	Due to a high percentage of poverty, students' school readiness and academic performance is negatively impacted through a lack of consistent aspects of health, home life, spoken language, and resources.
Root Cause # 3	High percentage of students lack school experience and/or early literacy skills needed for success in Kindergarten.
Root Cause # 4	High percentage of students whose first language is not English
Root Cause # 5	The high transient student population lacks consistent education within an academic year.
Goal	The percentage of K-5 students reading on or above grade level will increase from 68% to 70% as determined by American Reading Company Independent Reading Level Assessment Framework.

Action Step # 1

Action Step	Academic Parent Teacher Team Meetings will provide parents with training, instructional materials, and manipulatives to support foundational reading skills at home. These events provide translation services and child care for all families who attend. (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	data analysis of chosen foundational skills, ARC student reading levels, ELA GMA results, ACCESS results
Position/Role Responsible	Teachers, Administrators, FEC
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Family Resource Room and FEC provides instructional materials as well as training and guidance of these materials for parents including leveled texts, summer workbooks, and instructional resources that support academic skills to check out and use at home (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	material check out records and surveys
Position/Role Responsible	FEC
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Communicate to all families through newsletters, flyers, social media, email, conferences, home visits and phone calls about reading strategies, book of the month theme, and literacy events. (FEC LOGIC model)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	surveys, conference reports, and phone logs
Position/Role Responsible	FEC, teachers, and administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Establish a school-wide designated 45 minute MTSS/RTI segment to provide small group differentiated learning sessions 4 days a week. During this time support teachers will implement interventions such as Reading Plus (strong) and Headsprout (Potentially Positive).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant

Action Step # 4

Subgroups	Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Universal Screening results, F & P student reading levels, EOG GMA results, surveys, and TKES evaluations
Position/Role Responsible	teachers, instructional assistants
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide an extended learning opportunity of instructional reading extension to support 3rd-5th grade students who demonstrate difficulty mastering reading concept. Criteria for placing students in the extended learning program are based on a multiple criteria spreadsheet, identifying our most at-risk students. This program provides student transportation. (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation and Effectiveness	surveys, GMA data, F & P student reading levels
Position/Role Responsible	program director, teachers
Timeline for Implementation	Others : weekly in January-March

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	KinderCamp will be offered to provide support for rising Kindergarten students. KinderCamp is a Title I Summer Camp that supports rising kindergarten children. Lessons on basic skills necessary to be successful in kindergarten are provided. Students are selected based on parent surveys and kindergarten screening results. Parent classes are provided to help prepare parents for school expectations. Transportation will be provided.(LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	surveys
Position/Role Responsible	program director
Timeline for Implementation	Others : weekly in June

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Provide substitutes for in-school collaboration and time to develop effective instructional literacy strategies (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, curriculum map, TKES evaluation
Position/Role Responsible	Administrators
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Provide instructional supplies, curriculum materials, and books/mentor texts (such as leveled readers, classroom library books); as well as online supplemental programs, such as RAZ-Kids(STRONG) and Headsprout (LOGIC).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, ELA GMA data, ARC student reading levels, TKES evaluation, universal screening and progress monitoring data
Position/Role Responsible	administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provide targeted guided instruction to close the gaps in reading achievement by reducing class sizes in 3rd, 4th, and 5th grades to allow teachers to conference more frequently with individual students and increase the amount of time provided for teaching reading strategies. (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 9

Subgroups	Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	TKES evaluations, ACCESS data, student F and P reading levels
Position/Role Responsible	Title I teachers, administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Provide professional literature for teachers to support their literacy instruction, as well as best practices for EL readers (in particular SIOP strategies), at-risk students, students enrolled in DLI classrooms, and strategies for supporting online instruction (LOGIC).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation and Effectiveness	lesson plans, TKES evaluations
Position/Role Responsible	teachers, instructional coaches, administrators

Action Step # 10

Timeline for Implementation	Yearly
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What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 11

Action Step	Develop students' awareness of segments of sounds in speech and how they link to letters (STRONG; as well as, teach students to decode words, analyze word parts, and write and recognize words (STRONG) through the CAPIT Learning program (LOGIC).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, ARC reading levels, universal screening data
Position/Role Responsible	teachers, instructional assistants
Timeline for Implementation	Weekly

Action Step # 11

<p>What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?</p>	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Large percentage of students performing below grade level expectations in mathematics
Root Cause # 1	Due to a high percentage of poverty, students' school readiness and academic performance is negatively impacted through a lack of consistent aspects of health, home life, spoken language and resources.
Root Cause # 2	High percentage of students whose first language is not English
Root Cause # 3	The high transient student population lacks consistent education within an academic year.
Root Cause # 4	Students learning a second language have limited academic vocabulary and inadequate language acquisition skills.
Root Cause # 5	Many students lack school experience and early numeracy skills before Kindergarten
Root Cause # 6	Lack of a consistent process to deconstruct academic standards
Goal	The percent of students scoring at Proficient or Distinguished on the Math Georgia Milestones EOG Assessment will increase from 47% in Spring 2018 to 50% in Spring 2021.

Action Step # 1

Action Step	Provide substitutes for professional learning and in-school collaboration and time to develop effective instructional math strategies. (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, curriculum maps, meeting notes
Position/Role Responsible	administration
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide instructional supplies to support math classroom instruction. (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	lesson plans, TKES evaluation, Math EOG GMA data
Position/Role Responsible	Title I lead, instructional coaches
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Establish a school-wide designated 45 minute MTSS/RTI segment to provide small group differentiated learning sessions 4 days a week. During this time support teachers will implement interventions such as Do the Math! (LOGIC).
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	progress monitoring data, and EOG Math GMA data
Position/Role Responsible	Title I/EIP teachers, EL teachers, instructional assistants, teachers, administrators, QWF
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Provide an extended learning opportunity of instructional extension to support 3-5 grade students in math who demonstrate difficulty mastering math concepts. Criteria for placing students in the program are based on a multiple criteria spreadsheet, identifying our most at-risk students. This program provides students transportation. (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners

Action Step # 4

Subgroups	Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	surveys, Math GMA results
Position/Role Responsible	program director
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	KinderCamp will be offered to provide support for rising Kindergarten students. KinderCamp is a Title I Summer Camp that supports rising kindergarten children. Lessons on basic skills necessary to be successful in kindergarten are provided. Students are selected based on parent surveys and kindergarten screening results. Parent classes are provided to help prepare parents for school expectations. (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment

Action Step # 5

Method for Monitoring Implementation and Effectiveness	surveys
Position/Role Responsible	program director
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Host Academic Parent Teacher Team meetings to provide and train parents about foundational math skills. Instructional materials and manipulatives to support instruction at home will be provided. (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	data analysis of chosen foundational skills, Math EOG GMA scores
Position/Role Responsible	Teachers, FEC, and administrators
Timeline for Implementation	Others : 3 times a year

Action Step # 6

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Family Resource Room and FEC providing parent training as well as instructional materials for parents, including math manipulatives, summer workbooks, and resources to check out and use at home (LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	material check out records, surveys
Position/Role Responsible	FEC
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 8

Action Step	Host parent meetings presenting various academic strategies for parents to help their child's learning at home. (FEC LOGIC model)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	FEC and administrators
Position/Role Responsible	FEC
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 9

Action Step	Provide targeted guided instruction to close the gaps in math achievement by reducing class sizes in 3rd, 4th, and 5th grades to allow teachers to conference more frequently with guided math groups and increase the amount of time provided for teaching math strategies.(LOGIC)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 9

Subgroups	Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	TKES evaluations, classroom assessments
Position/Role Responsible	Title I teachers, administrators
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 10

Action Step	Support math instruction by providing supplemental material, resources, and professional development books to assist teachers in implementing best instructional strategies and practices (like SIOP) for all students, especially EL students, at-risk students, students enrolled in DLI classrooms and strategies for supporting online instruction. (LOGIC)
Funding Sources	Title I, Part A Title III, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment

Action Step # 10

Method for Monitoring Implementation and Effectiveness	TKES evaluations, Math GMA data, classroom data
Position/Role Responsible	EL teachers, Title I/EIP teachers, classroom teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Large percentage of students not showing significant academic growth
Root Cause # 1	Due to a high percentage of poverty, students' school readiness and academic performance is negatively impacted through a lack of consistent aspects of health, home life, spoken language, and resources.
Root Cause # 2	High percentage of students whose first language is not English
Root Cause # 3	The high transient student population lacks consistent education within an academic year.
Root Cause # 4	Students learning a second language have limited academic vocabulary and inadequate language acquisition skills.
Root Cause # 5	Lack of a consistent process to deconstruct academic standards
Goal	By 2023, 100% of general education teachers will effectively deconstruct standards, identify/establish learning targets, develop learning progressions, and design learning experiences that teach students to monitor their own progress.

Action Step # 1

Action Step	Provide job-embedded professional development and training opportunities for all teachers, which focus on increasing rigorous instructional practices by deconstructing standards, identifying learning targets, developing learning progressions, and designing learning experiences to teach students to monitor their own progress. Supplemental materials, such as professional development books and instructional manipulatives to enhance instruction will be provided. (STRONG evidence-based)
Funding Sources	Title I, Part A Title III, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC calendar, PLC agenda, CCRPI Closing Gaps Score, GAMs data, ACCESS data, universal screening data, TKES evaluations, and lesson plans

Action Step # 1

Position/Role Responsible	teachers, administrators, instructional coaches
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	High percentage of students who were absent ten or more days
Root Cause # 1	Poverty and lack of resources
Root Cause # 2	Students travel outside of the country and are absent from school for a significant amount of time.
Root Cause # 3	Lack of transportation
Root Cause # 4	COVID-19 pandemic
Goal	The percent of students who miss ten or more days of school will decrease from 15% to 12% by Spring 2022.

Action Step # 1

Action Step	Support student's social and emotional needs through the implementation of PBIS, SWIS Suite (a web based system to collect, summarize and analyze student behavior) and Second Step (STRONG evidence-based). Mentor texts and supplemental instructional materials will be provided to support classroom implementation (LOGIC).
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	student health surveys, discipline referrals and tribunal reports, SWIS Suite reports, student attendance, other surveys
Position/Role Responsible	PBIS coach, administration, PBIS team, all school staff
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Browns Bridge Church and Cumming Elementary PTO
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Action Step # 2

Action Step	Provide job-embedded professional learning opportunities and books to support developing a deeper understanding of the cultural, personal, and social-emotional needs of all learners from all backgrounds and PBIS implementation. (STRONG)
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	student health surveys, discipline referrals and tribunal reports, SWIS Suite reports, student attendance, conference notes, and redelivery notes
Position/Role Responsible	Administration, FEC, PBIS coach, and PBIS team
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Serving Children, PQ

Required Questions

<p>1 In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders) was accomplished.</p>	<p>We continuously monitor data in order to identify our school's strengths and areas of improvement. Teachers, administration, parents, and local school council members were consulted for advice and feedback. During the school year, grade level teams met every other week to engage in PLCs. In Spring 2020, all parents and staff were surveyed about the Title I program. The leadership team, members of the Local School Council, community members as well as parent representatives were all part of these meetings. The Title I lead teacher reviewed the Title I process for a comprehensive needs assessment and reviewed the year's Title I goals and action steps at each of these meetings. The school's staff, consisting of administration, teachers, and classified staff reviewed all feedback and input as well as completed a thorough data analysis in May 2020. The team then synthesized and summarized the findings in order to write four smart goals for the school. All parents were asked to share their input on the Title I School Improvement Plan, Compacts, and Parent Involvement Policy through a live virtual meeting in August 2020. At this time, they also had an opportunity to share how they would like funds to be spent.</p>
<p>2 Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Administrators closely monitor student achievement and test scores to determine the best placement for students. Because the school's administrative team knows the strengths and weaknesses of their teaching staff and understands the methodologies of teaching strategies that best serve the needs of each learner, student placement from year to year is individualized in order to meet the needs of every child. This individual attention assures that no student is taught by an inexperienced or ineffective teacher two years in a row. In addition, our support teachers (EIP/Title I/ESOL/Special Education) that provide instruction to the most academically at risk students are highly effective, experienced teachers. These highly effective teachers are utilized in both regular and remedial instructional time (instruction extension, ESY, and summer school).</p>
<p>3 Provide a general description of the Title I instructional program being implemented at this Title I School. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>This year, the Title I instructional program will consist of three reduced class size teachers and a Family Engagement Coordinator. Our classroom reduction teachers will be utilized in 3rd, 4th and 5th grade for the 2020-2021 school year.</p> <p>Based on school data from the 2019-2020 school year, 41% of rising third graders, 67% of rising fourth graders and 39% of rising fifth graders did not meet grade level reading expectations based on Fountas & Pinnell Benchmark Assessment and ARC Independent Reading Level Assessment. Research shows that one of the best predictors of high school graduation is whether or not a</p>

child is reading on grade level by the end of 3rd grade. Based on the trends in math data from the past several years, students at CES are not meeting the expected academic learning targets. 2019 CCRPI Closing the Gaps data indicates that all students did not make progress or meet the improvement target for the area of mathematics. Therefore, reducing our class sizes 3rd, 4th and 5th grade will allow teachers more time to conduct reading and math conferences with students and increase the amount of time provided for teaching reading and math strategies to increase student academic reading levels and foundational math skills.

Due to the CCRPI growth trends observed in the EL subgroup, it is evident that SIOP strategies have a positive impact on reading and math instruction. SIOP is comprised of eight components including lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review & assessment. For SIOP to be implemented with fidelity, students must have access to scaffolded instructional materials and be granted the time to engage in frequent academic discourse. Reducing the class sizes in 3rd, 4th and 5th grade allows teachers to communicate more frequently with each student through both oral and written means. Teachers can move from group to group more efficiently as they observe students practicing oral language and literacy skills with each other which also correlates with the new ARC literacy curriculum.

The Family Engagement Coordinator (FEC) will continue to implement Academic Parent Teacher Teams this year. These events focus on informing parents about foundational math and reading skills that are pertinent to student success with the academic grade level standards. There will be three APTT nights during the school which will consist of a team-building activity to build a rapport with and among parents and the classroom teacher, an anonymous graph of every child's status on the foundational math and/or reading skill, teacher modeling of the activities that are targeted to improve the skill(s), parents practicing the activities together in order to use them effectively with their child at home, and an individualized SMART goal for their child on the skill(s). These foundational academic skills match the targeted skills stated on the grade level Parent, Teacher and Student compacts. The FEC will provide professional learning to build staff capacity prior to the APTT events.

The FEC will also host events for families and staff to build relationships and provide trainings to ensure that they gain an understanding and capacity to meet the needs of their children. The FEC will host meetings for parents known as "Check-Ins" presenting various academic strategies for parents to help their child's learning at home. The FEC also provides individual parent guidance when parents visit the school's family resource room. The FEC knows the classroom academic expectations for each grade level and can assist the parent in addressing the academic needs of their child. Due to COVID-19, the FEC will also provide a digital request for materials and will support families through home visits if the family is unable to get to the school due to varying circumstances.

	<p>The Lead Title I Teacher will assist with the Title I Plan development and revisions, coordinate with school administrators to ensure goals are achieved and match the plan, attend all technical meetings and coordinate with Title I county staff, develop and maintain accurate Title I documentation, and oversee Title I staff. Additionally, the lead will work with teachers to share data and progress towards school wide goals and work collaboratively with teachers to plan math and reading instruction that meets the needs of all learners.</p>
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<p>4 If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.</p>	<p>In August, all students are universally screened for reading and math. Then, all classroom teachers will complete a Title I Needs Assessment survey on each student. The Title I Needs Assessment ranks students as needing additional support based on several factors including ARC reading level, Universal Screening test scores, and teacher and/or parent request. This multiple criterion guides our decision making to serve the most academically at risk.</p> <p>From January to March, we will offer instructional extension known as Cougar Quest. This is a targeted assistance program serving approximately 25% of students in grades 3rd-5th for reading and math. The teachers will complete a Title I Needs Assessment survey on each student. We will use data from Multiple Criteria including teacher request, parent request, grades, Student Growth Percentiles, and Georgia Milestones scores to identify eligible students. The same process of using multiple criteria will be used for identifying eligible students for our summer program for rising Kindergarten students.</p>
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5 If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>In the Spring, the school will host a Kindergarten night for rising kindergarten students and their parents. The students have an opportunity to visit classrooms while the parents are given a tour of the school and provided information about expectations of kindergarten. That night, the students will also be screened based on the mastery of the GELDS standards. An eligibility checklist will be completed on each child to determine if they qualify for KinderCamp which is a kindergarten readiness program for rising kindergarten students and their families. This multiple day camp allows prekindergarten students to experience kindergarten classes and content before the school year begins. The Parent Academy portion of the program is designed to build parent capacity on the importance of parent and family involvement in the learning process, kindergarten content/assessments, school procedures, school specific events, community resources and more. Parents receive training and materials to use at home for building academic knowledge. A Georgia Pre-K class is on site and we will collaborate with them by sharing Kindergarten expectations, invite parents to school wide events, provide WatchDOGS volunteers, and invite parents for feedback as we plan for the school year.</p>
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<p>6 If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>There are several transition activities for fifth grade students transitioning into middle school that will take place. Middle school counselors, administrators, regular education, ESL, and Special Education teachers meet with fifth grade teachers initially to discuss course options offered at each middle school. Fifth grade teachers collaborate and discuss individual students to determine the appropriate placement of students in regular education, gifted, and support classes. The middle school offers a transition night for parents in order to prepare students and their families for the expectations of middle school. The middle school holds a visitation day that the fifth graders attend in the spring. They are guided by middle school ambassadors to various classrooms to see students and teachers in action. The middle school ambassadors also visit our school to answer additional questions that the students have following the visit to the middle school. Parents of rising sixth graders have an opportunity to attend the middle school's open house in order to familiarize themselves with the middle school's expectations for their child.</p> <p>Our cluster of schools (elementary, middle & high) meet regularly in specific teams in order to develop a unified, consistent K-12 focus on continuous improvement for all. The ELL Cluster Student Support team has worked to help ESOL students transition to middle school and high school with academic growth and independence. Team members from each school at each level have created rising sixth and ninth grade transition programs.</p>
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<p>7 Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Forsyth County Student Support Services implements social/emotional health training for all administrators. Additionally, due to COVID-19 pandemic, all staff were required to complete 2 virtual training sessions on social/emotional learning. These training sessions covered concepts including understanding adverse childhood experiences, how trauma impacts learning and provided strategies to support social emotional learning in the classroom. Our school also created a trauma team during the 19-20 school year which is made up of administrators, the PBIS coach, counselors, our school social worker and district personnel from Student Support Services. The trauma team works to share resources with teachers throughout the year as well as professional learning opportunities to equip teachers when dealing with trauma. These supports are put in place to hopefully prevent behaviors before they occur and help establish trauma sensitive classrooms. All administrators are also trained in the Progressive Discipline Procedures and the Chronic Behavior Plans. Additionally, several staff members are trained in the de-escalation protocol of Mindset to help students work through challenging situations.</p> <p>If behavior issues arise with students, we first follow the Progress Discipline Procedures and if the behavior(s) persists, a Chronic Behavior Plan is introduced. Before a student receives Out of School Suspension, we follow both previous plans and keep documentation of implementation. The School Safety Department monitors documented behavior referrals frequently to ensure that no schools, especially Title I schools, are overusing discipline practices that remove students from the classroom. During the 2020-2021 school year, our PBIS team has plans to implement SWIS (School Wide Information System) as a way to track specific behavior data school wide. All teachers will be trained in how to input data into the SWIS platform during the 20-21 school year. Through utilizing SWIS, the PBIS team is hoping to develop a deeper understanding of common behaviors among students, where problem areas may be within the building and identify which students may need additional support. The team will use this data to inform decision making in regards to PBIS and become more proactive with behaviors instead of reactive.</p> <p>Our school will continue to implement PBIS, Positive Behavior Intervention and Supports. There is a PBIS core team, which consists of a PBIS Coach, administration, and teachers, that meets monthly to discuss current status of the program and support needs for implementing the program with fidelity. The coach and administration will receive ongoing training throughout the year and will assist ensuring that PBIS is implemented throughout the building. The school expectations for all students are: be kind, be safe, and be responsible. The school will continue to reinforce and support behavioral expectations that were established in specific settings, such as the hallways, cafeteria, playground, restrooms, bus, media center, and classrooms. Posters remain hung in the appropriate settings and behaviors are reinforced by all staff. Students are given points for recognized positive behavior. Students</p>
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	<p>collect and monitor their point balance and can exchange their tickets for prizes in the school store on a weekly basis. Not only is the focus on good behavior, but students are also taught about strong and positive character traits on a monthly basis. Books have been selected that teach or model positive character through various storylines and lessons. The books are read monthly by our school staff and reinforced with a character lesson provided to the teachers from the PBIS coach and teammates.</p> <p>Additionally, during the 19-20 school year, our school implemented the social and emotional learning program of Second Step. The Second Step program is focused on integrating social-emotional learning in ways that can transform schools into supportive learning environments to promote student success. The program is designed to increase student success by decreasing student behaviors. The Second Step program focuses on teaching both social-emotional and self regulation skills. The lessons are divided into four categories that focus on helping students develop skills for learning, empathy, problem solve and the ability to manage emotions. All teachers, K-5, conduct Second Step lessons on a weekly basis. This program greatly impacts our students as it provides a tool to directly teach appropriate social and emotional skills that many of them have never been exposed to. It is our hope by continuing to implement PBIS and Second Step, it will improve social, emotional, and academic outcomes for all students.</p>
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ADDITIONAL RESPONSES

<p>8 Use the space below to provide additional narrative regarding the school's improvement plan</p>	<ul style="list-style-type: none"> ● Classroom Reduction Teachers (LOGIC) ● Family Engagement Coordinator and Family Resource Room (LOGIC) ● APTT (LOGIC) ● Reading Plus (Strong) ● CAPIT Learning (LOGIC) ● RAZ Kids and RAZ Kids Plus (LOGIC) ● Headsprout (Potentially Positive) ● Extended Learning Opportunity: 3rd and 4th Reading and Math (LOGIC) ● Extended Learning Opportunity: KinderCamp (LOGIC) ● Substitutes for in-school collaboration (LOGIC) ● Professional Development Literature (LOGIC) ● Job-embedded Professional Learning (Strong) ● Do The Math! (LOGIC)
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