



2013-16 Executive Summary

School Improvement Plan

School Name: _____ Cumming Elementary _____

AdvancED Standards	FCS Departments		
Purpose and Direction	Academics & Accountability	Human Resources	Superintendent
Governance and Leadership	Educational Leadership	Public Information and Communications	Technology and Information Services
Teaching and Assessing for Learning	Facilities and Operations	School Safety and Discipline	Transportation
Resources and Support Systems	Finance and Operations	Special Education	
Using Results for Continuous Improvement	Food and Nutrition Services	Student Support Services	

Continuous Improvement Goals	AdvancED Standards	Support from FCS Department(s)
<ul style="list-style-type: none"> • Performance Based Assessment • Guided Math Training • Raising the rigor of Math instruction and assessment in all grade levels. • Improve writing across the content areas in all grade levels. • Continued development of rigorous integrated, inquiry units of study based on CCGPS and Assessment Data (assessment team to lead monitoring of rigorous balanced and PBA assessments; Design team to lead discussion and reflection on the rigor and quality of integration of inquiry units. Twenty first century team to lead reflections and discussions on the quality of technology integration.) 	<p>Teaching and Assessing For Learning</p>	<ul style="list-style-type: none"> • Continued professional learning opportunities for teachers and administrators related to Assessment For Learning, Performance Based Assessment, Guided Math Training, and the design of rigorous and differentiated inquiry units of study that integrate content areas. • Professional learning opportunities and resources for writing in grades K-5. • Continued support for the implementation of BYOT and updated technology to connect our students' learning globally. • Please provide feedback on how the CMES five year vision for school improvement accompanying this executive summary, reflects the vision and long term goals of the FCBOE and

		district department plans.
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Annual School Improvement Plan

Continuous Improvement Goal: To improve the CCRPI score for Cumming Elementary School.
SMART Goal: 93 % of students in grade 3-5 will meet or exceed on the English/Language Arts section of the CRCT. All student groups will meet state performance targets.

School Name: Cumming Elementary **School Year:** 2013-14

Advanced Standards (check all that apply)
<input type="checkbox"/> Purpose and Direction <input type="checkbox"/> Governance and Leadership <input checked="" type="checkbox"/> Teaching and Assessing for Learning <input type="checkbox"/> Resources and Support Systems <input type="checkbox"/> Using Results for Continuous Improvement
Advanced Standard(s)
<ul style="list-style-type: none"> Using Results for Continuous Improvement Teaching and Assessing for Learning

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
Fully implement the Data Teams format for the evaluation of student performance data and instructional planning. Professional Learning: <ul style="list-style-type: none"> Data Teams II (D. Bush) On-going- Thursday meetings with administration. (Inspire Research Project- J. Bailey) 	If teachers analyze student performance data to plan for and adjust instruction, then student performance will increase.	On-going	Building level administration and team leaders. Continued professional learning regarding connecting assessment and instructional practices and the Data Teams construct.



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School Name: Cumming Elementary **School Year:** 2013-14

AdvancED Standards (check all that apply)	
_____	Purpose and Direction
_____	Governance and Leadership
x	Teaching and Assessing for Learning
x	Resources and Support Systems
_____	Using Results for Continuous Improvement

AdvancED Standard(s)

<ul style="list-style-type: none"> Teaching and Assessing for Learning Resources and Support Systems
<ul style="list-style-type: none"> Using Results for Continuous Improvement Teaching and Assessing for Learning

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
Provide targeted support and high quality, grade level instruction for <u>all</u> students based on the CCGPS for English Language Arts. <ul style="list-style-type: none"> Guided Reading/Literacy Blocks Writing special Integrate technology into instructional groups Daily 5 Integration of content area instruction Kansas Strategies- 4th and 5th 	If students are provided with targeted support and high quality, grade level instruction, then student performance will increase.	Daily	ESOL, Title I, SPED, EIP, and classroom teachers with administrative guidance and support.
Provides consistent school-wide writing instruction based on student performance data K-5. <ul style="list-style-type: none"> Writing special for K-5 students Targeted RTI groups for writing instruction Clearly defined expectations, benchmarks, and common language for writing 	If students are provided with consistent instruction and opportunities to write daily, then students will become better writers as measured by formative and summative writing assessments.	Daily	ESOL, Title I, SPED, EIP, and classroom teachers with administrative guidance and support Resources: <ul style="list-style-type: none"> Professional learning Vertical team collaboration Collaboration with LAC



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School Name: Cumming Elementary **School Year:** 2013-14

AdvancED Standards (check all that apply)	
<input type="checkbox"/>	Purpose and Direction
<input type="checkbox"/>	Governance and Leadership
<input checked="" type="checkbox"/>	Teaching and Assessing for Learning
<input checked="" type="checkbox"/>	Resources and Support Systems
<input checked="" type="checkbox"/>	Using Results for Continuous Improvement

AdvancED Standard(s)

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
<ul style="list-style-type: none"> • Kansas Strategies for writing instruction • Professional learning regarding writing across the curriculum 			team schools teacher teams

AdvancED Standards (check all that apply)	
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Annual School Improvement Plan



Continuous Improvement Goal: To improve the CCRPI score for Cumming Elementary School.

SMART Goal: 89% of students in grades 3-5 will meet or exceed on the Math section of the CRCT. All student groups will meet state performance targets.

School Name: Cumming Elementary

School Year: 2013-14

_____	Purpose and Direction
_____	Governance and Leadership
X	Teaching and Assessing for Learning
X	Resources and Support Systems
X	Using Results for Continuous Improvement

AdvancED Standard(s)

- Using Results for Continuous Improvement
- Teaching and Assessing for Learning

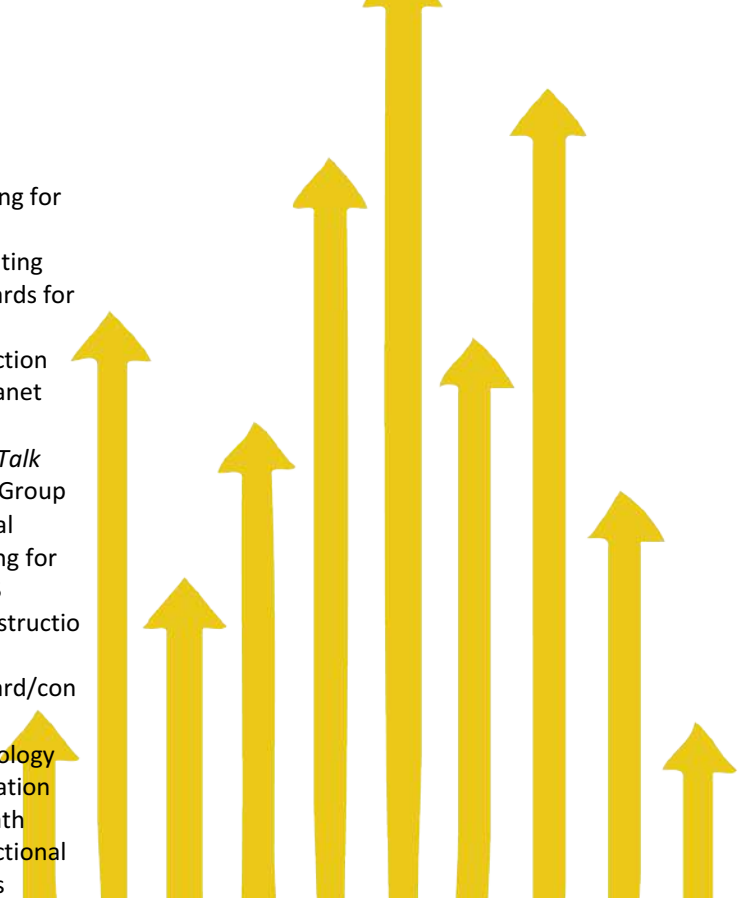
- Teaching and Assessing for Learning
- Resource and Support Systems
- Purpose and Direction

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
Fully implement the Data Teams format for the evaluation of student data and instructional planning. Professional Learning: <ul style="list-style-type: none"> • Data Teams II (D. Bush) • On-going- Thursday meeting administration. (Inspire Research Project- J. Bailey) 	If teachers analyze student performance data to plan for and adjust instruction, then student performance will increase.	On-going	Building level administration and team leaders. Continued professional learning regarding connecting assessment and instructional practices and the Data Teams construct.
Provide targeted support and high quality, grade level instruction for <u>all</u> students based on CCGPS for Math. Strategies: <ul style="list-style-type: none"> • Mathematical thinking and solving opportunities-Gizmos, Project-bases Learning • Content integration • Advanced Content instruction- 5th grade • Math Journals • GLOSS/IKAN pilot • Math Instructional Team • Technology Integration 	If students are provided with targeted support and high quality, grade level instruction, then student performance will increase.	Daily	ESOL, Title I, EIP, SPED, and general education teachers with administrative guidance and support.

**AdvancED Standards
(check all that apply)**

- Purpose and Direction
- Governance and Leadership
- Teaching and Assessing for Learning
- Resources and Support Systems
- Using Results for Continuous Improvement

- Planning for and evaluating standards for math instruction with Janet Davis
- *Math Talk* Study Group
- Vertical teaming for CCGPS deconstruction by standard/concept
- Technology integration for math instructional groups



**Actions, Strategies and Interventions
(Includes Professional Learning Plan)**

**Impact on Student and Adult Behavior
(“If...then...” Statements)**

Timeline

**Resources Needed?
Who is Responsible?**

AdvancED Standard(s)

- Planning for and evaluating standards for math instruction with Janet Davis
- *Math Talk* Study Group
- Vertical teaming for CCGPS deconstruction by standard/concept
- Technology integration for math instructional groups

AdvancED Standards (check all that apply)	
<input type="checkbox"/>	Purpose and Direction
<input type="checkbox"/>	Governance and Leadership
<input checked="" type="checkbox"/>	Teaching and Assessing for Learning
<input checked="" type="checkbox"/>	Resources and Support Systems
<input checked="" type="checkbox"/>	Using Results for Continuous Improvement

AdvancED Standard(s)

- Purpose and Direction
- Resources and Support Systems

Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
Continue implementation of the "Involvement Matters" parent/community involvement program to increase parent knowledge and promote family learning. Math: <ul style="list-style-type: none"> • Math Night • Parent University • Lunchtime Learning • Parent Resource Center materials for math 	If parents are provided with resources to engage students and training regarding methods to support student learning at home, then student performance will increase as will parent and community support.	On-going	Teachers, administration, Title I team- Parent Involvement Coordinator, EIP, ESOL, and SPED teams. Parents, community members, and partners

AdvancED Standards (check all that apply)	
<input type="checkbox"/>	Purpose and Direction
<input type="checkbox"/>	Governance and Leadership
<input checked="" type="checkbox"/>	Teaching and Assessing for Learning



Annual School Improvement Plan

Continuous Improvement Goal: To improve the CCRPI score for Cumming Elementary School.

SMART Goal: 95% of students in grades 3-5 will meet or exceed on the Reading section of the CRCT. All student groups will meet state performance targets.

School Name: Cumming Elementary **School Year:** 2013-14

<p>X Resources and Support Systems</p> <p>x Using Results for Continuous Improvement</p>	<p>Actions, Strategies and Interventions (Includes Professional Learning Plan)</p>	<p>Impact on Student and Adult Behavior ("If...then..." Statements)</p>	<p>Timeline</p>	<p>Resources Needed? Who is Responsible?</p>
<p>AdvancED Standard(s)</p>				
<ul style="list-style-type: none"> Teaching and Assessing for Learning Resource and Support Systems Using Results for Continuous Improvement 	<p>Fully implement the Data Teams format for the evaluation of student data and instructional planning.</p> <p>Professional Learning:</p> <ul style="list-style-type: none"> Data Teams II (D. Bush) On-going- Thursday meeting administration. (Inspire Research Project- J. Bailey) 	<p>If teachers analyze student performance data to plan for and adjust instruction, then student performance will increase.</p>	<p>On-going</p>	<p>Building level administration and team leaders. Continued professional learning regarding connecting assessment and instructional practices and the Data Teams construct.</p>
<ul style="list-style-type: none"> Teaching and Assessing for Learning Resource and Support Systems Using Results for Continuous Improvement 	<p>Provide targeted support and high quality, grade level instruction for <u>all</u> students based on CCGPS for Reading.</p> <p>Instructional Action and Professional Learning</p> <ul style="list-style-type: none"> Implementation of Imagine It! Program for K-2 Imagine It! Benchmarks K-2 Guided Reading instruction K-5 Fluency/Literacy Folders Close Read & Paired Text strategies Writing across the curriculum Headspout Reading Assistant Achieve 3000 Moby Max F & P Leveling of all students K-5 F & P Intervention Kits 	<p>If students are provided with targeted support and high quality, grade level instruction, then student performance will increase.</p>	<p>Daily</p>	<p>ESOL, Title I, EIP, SPED, and general education teachers with administrative guidance and support.</p>



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AdvancED Standards (check all that apply)				
AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
	<ul style="list-style-type: none"> Daily 5 Implementation Technology integration for reading instructional groups 			
<ul style="list-style-type: none"> Purpose and Direction Resources and Support Systems 	Continue implementation of the "Involvement Matters" parent/community involvement program to increase parent knowledge and promote family learning. Reading: <ul style="list-style-type: none"> Reading Night Cultural Night Parent University Lunchtime Learning in collaboration with Otwell MS Parent Resource Center materials for reading 	If parents are provided with resources to engage student and training regarding methods to support student learning at home, then student performance will increase as will parent and community support.	On-going	Teachers, administration, Title I team- Parent Involvement Coordinator, EIP, ESOL, and SPED teams. Parents, community members, and partners
AdvancED Standards (check all that apply)				



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School Name: Cumming Elementary **School Year:** 2013-14

AdvancED Standards (check all that apply)				
AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Purpose and Direction <input type="checkbox"/> Governance and Leadership <input checked="" type="checkbox"/> Teaching and Assessing for Learning <input checked="" type="checkbox"/> Resources and Support Systems <input checked="" type="checkbox"/> Using Results for Continuous Improvement 	<p>Continuous Improvement Goal: <u>To improve the CCRPI score for Cumming Elementary.</u></p> <p>SMART Goal: <u>85% of students in grades 3-5 will meet or exceed on the Science section of the CRCT. All student groups will meet state performance targets</u></p> <p>School Name: <u>Cumming Elementary</u> School Year: <u>2013-14</u></p>			
AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
<ul style="list-style-type: none"> • Teaching and Assessing for learning • Resources and Support Systems • Using Results for Continuous Improvement 	Provide high quality, grade level science instruction that promotes hands-on learning, collaboration, problem solving, and inquiry for all students. Strategies: <ul style="list-style-type: none"> • Content integration for instructional segments • Directly teach nonfiction 	If students are provided opportunities to engage in hands-on learning, collaborative teams, problem solving, and inquiry-based scientific experiments, then student achievement in science will improve.	Daily/weekly	Classroom teachers, support teachers, along with administrative guidance Resources Needed: Professional learning to improve science instruction Nonfiction books to build vocabulary and comprehension of science content



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School Name: Cumming Elementary **School Year:** 2013-14

AdvancED Standards (check all that apply)				
AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
	vocabulary and comprehension strategies <ul style="list-style-type: none"> • Utilize Achieve 3000 nonfiction science articles differentiated by lexile level • Increase technology usage for projects and labs • Guided Reading and Close Read instruction using leveled readers and paired text aligned to science standards • Vertical collaboration for data analysis and planning science instruction • Increase hands-on science activities and experiments for students K-5 			Science Olympiad Team: Materials- Northside Forsyth Horizons teacher Science Lab

AdvancED Standards
(check all that apply)

AdvancED Standard(s)



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Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior (“If...then...” Statements)	Timeline	Resources Needed? Who is Responsible?
<ul style="list-style-type: none"> • Begin Science Olympiad Team • Increase Gizmos usage • Create school-wide science and technology Word Wall 	<p> </p>	<p> </p>	<p> </p>

AdvancED Standards
(check all that apply)

Purpose and Direction

Governance and Leadership

Teaching and Assessing for Learning

Learning



Annual School Improvement Plan

Continuous Improvement Goal: To improve the CCRPI score for Cumming Elementary School.

SMART Goal: 83% of students on grades 3-5 will meet or exceed on the Social Studies section of the CRCT. All student groups will meet state performance targets.

School Name: Cumming Elementary **School Year:** 2013-14

Resources and Support Systems x Using Results for Continuous Improvement X	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
AdvancED Standard(s)				
<ul style="list-style-type: none"> • Teaching and Assessing for learning • Resources and Support Systems • Using Results for Continuous Improvement 	<p>Provide high quality, grade level social studies instruction that promotes writing across content areas, evaluative and reflective reasoning, research, collaboration, and reading of nonfiction materials for all students.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Content integration for instructional segments • Students will use technology for research and project development • Vertical collaboration for data analysis and planning social studies instruction • Guided Reading and Close Read instruction using leveled readers and paired text aligned to social studies standards • Implement DBQ (Document Based Questions) strategies 	<p>If students are provided with opportunities to evaluate, process, and synthesize social studies content through research, relevant hands-on activities, collaboration, and reading and writing, then student performance in social studies will increase.</p>	<p>Daily</p>	<p>Classroom teachers and support teachers, along with administrative guidance</p>



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School Name: Cumming Elementary School **Year:** 2013-14

AdvancED Standards (check all that apply)				
AdvancED Standard(s)	Actions, Strategies and Interventions (Includes Professional Learning Plan)	Impact on Student and Adult Behavior ("If...then..." Statements)	Timeline	Resources Needed? Who is Responsible?
	for the evaluation of content <ul style="list-style-type: none"> Utilize Achieve 3000 nonfiction social studies articles differentiated by lexile level 			



2013-14 Professional Learning Plan for School Improvement Planning

School Name: Cumming Elementary

Professional Learning Goal(s):	Connection to Continuous Improvement Goal(s):
Areas of Instructional Focus: <ul style="list-style-type: none"> • Application of knowledge through writing • Increased instructional technology integration • Fluency and comprehension • Data driven differentiation • Mathematical thinking and problem solving • Science and social studies 	<ul style="list-style-type: none"> • To improve the CCRPI score for Cumming Elementary School.

Date	# Hours	Description of Learning Activities
August 1 <i>Pre-Planning (School)</i>	6	Team building, school & county expectations (Positively Forsyth), technology- ITS Learning, Data Teams update, Todd Whitaker with LAC Teams 2 and 3.
August 2 <i>Pre-Planning (District)</i>	2	County level updates on standards and resources- Haw Creek
August 5 <i>Pre-Planning</i>	1	Safety training
August 7 <i>Pre-Planning</i>	3	Imagine It! training, F & P leveling training, ethics and acceptable use training
August 15	1.5	Mandated reporter and MV training
August 21	1	iPad training (Title I funded) with KSU
August 28 <i>Early Release/Prof. Dev. (School)</i>	3	K-2: Imagine It! training- K-2 3-5: Integration, through writing, of science and social studies with Common Core reading and language arts standards

Professional Learning Goal(s):		Connection to Continuous Improvement Goal(s):			
Areas of Instructional Focus: <ul style="list-style-type: none"> • Application of knowledge through writing • Increased instructional technology integration • Fluency and comprehension • Data driven differentiation • Mathematical thinking and problem solving • Science and social studies 		<ul style="list-style-type: none"> • To improve the CCRPI score for Cumming Elementary School. 			
September 4	3	Reading Assistant training- Support teachers			
September 6	3	F & P Leveled Literacy Intervention training for support teachers			
September 9-11	3	Math Training	September 9	September 10	September 11
		Janet Davis (Title I funded)			
		8:00-11:00	Fourth	Kindergarten	First
		12:00-3:00	Fifth	Second	Third
September 16	1	Math instructional debrief with Janet Davis during specials			
September 25	1	TKES overview and PAC orientation 2013-14			
September 18 <i>Early Release/Prof. Dev. (District)</i>	3	Collaborative planning by grade level with LAC 3 at Brookwood- Using data for instructional planning and SGPs.			
October 22, 28 & 30	3.5	Linking Technology & Instruction Performance Based Assessments & OAS training			
November 12	1	Mini GAPSS @ CES Debrief and plan with staff			
January 6 <i>Prof. Dev. Day (School)</i>	7	Engineering Excellence 21- Kick off FCSS Learner Profile & 21 st Century Learners Instructional Technology Carousels			

Professional Learning Goal(s):		Connection to Continuous Improvement Goal(s):
Areas of Instructional Focus: <ul style="list-style-type: none"> • Application of knowledge through writing • Increased instructional technology integration • Fluency and comprehension • Data driven differentiation • Mathematical thinking and problem solving • Science and social studies 		<ul style="list-style-type: none"> • To improve the CCRPI score for Cumming Elementary School.
January 14, 16 & 21	3.5	Linking Technology & Instruction Literacy/Writing across Content Areas
January 28	1	Formal Technology Walkthrough- Jill Hobson Debrief and plan with staff
February 14 <i>Prof. Dev. Day (District a.m.)</i>	3	Data Teams work & CRCT Countdown planning
May 27 <i>Post-Planning</i>	2	Celebration and data debrief/planning session
May 28 <i>Post-Planning</i>	4	Planning for 2014-15
On-going each Thursday		Data Teams with targeted
Total Hours:	56.5	