

Cumming Elementary School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
#1. Social & Emotional Health	(C) Promote respect, wellness, and balance for staff and students	Help students understand and manage their emotions, set and achieve personal and academic goals, and show respect and empathy for others.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	All students in the Central Vertical Cluster will feel seen, heard, valued, and connected.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Increase student achievement in literacy through job-embedded professional learning and collaborative team meetings.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth in literacy through differentiated instruction, targeted reading interventions, and the MTSS framework.

Cumming Elementary School

FCS Strategic Goal Area	Reflection on Year #1
<p>#1. Social & Emotional Health</p>	<p>Cumming Elementary has implemented PBIS for the past 5 years. This year, we successful implemented Tier II levels of support into our schoolwide PBIS initiative. The Tier II implementation entailed a comprehensive check in-checkout program for students who were not being consistently successful with our Tier I strategies. These students made significant social and emotional gains due to the relationships they formed with assigned staff member mentors who conferenced with them at the beginning and end of each day. We also made adjustments to our rewards program. The Cody Mart is now mobile which allows it to be taken into classrooms consistently so students can "cash in" their Dojo points for modeling the Cougar Code. Dojo points are becoming more meaningful to students due to the increased frequency in reinforcement. Next year, we will revisit Tier I classroom supports and structures. We will ensure every teacher has a systematic approach to teaching and reinforcing procedures, routines, and expectations.</p>
<p>#4 Climate, Culture, & Community</p>	<p>We hosted three main events as a Central Cluster this year to highlight what our cluster does to create a sense of community and ensure every student feels connected, safe and thriving. We had Treat Street in the fall. Ambassadors from Elementary, Middle, and High partnered to host the event. The families loved visiting their teachers while collecting candy. We then held our annual Winter Fest which allowed us to highlight our fine arts programs across our cluster. At this event, we also collected toys for children in need. This event was well attended and showed our families the strength our fine arts programs. We concluded the season with the Heart of Forsyth which allowed us to showcase all the different pathways offered at Forsyth Central High School. Families enjoyed games, food trucks, and fellowship while exploring opportunities for their futures. Next year, we plan on continuing to host cluster events. We will create a common hashtag to ensure consistent communication is being sent out by every school in cluster. The cluster hashtag will also allow us to share our successes throughout the year with the community.</p>
<p>#5 The Learner Experience</p>	<p>Our school coaches strategically partnered with district coaches to ensure professional learning opportunities were relevant to teachers and addressed the specific needs of our students. The sessions this year focused primarily on strategy groups and how to differentiate instruction to ensure every student makes progress. The professional learning included direct instruction, modeling, co-teaching, observation and feedback, and collaborative planning. Our students made gains in ELA due to professional learning being tailored to our students' needs.</p>
<p>#5 The Learner Experience</p>	<p>Our school-wide MTSS time allows us to challenge all students and give them the needed supports to be successful. During the MTSS block, students who have instructional gaps receive small group instruction through research based programs. Grade level teachers work collaboratively to address power standards with students in Tier I. All staff members are invested in ensuring every child receives instruction tailored to his/her needs. Next year, we will continue to have a school-wide MTSS time. We will focus on how to provide strategic direct instruction to students who access a computer based program for their primary intervention.</p>