

# Arthur T. Cummings Elementary School



School Improvement Plan  
2017-18

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## School Council Memberships

### Arthur T. Cummings School Council 2016-17

<p><b><u>Parent Representatives:</u></b> Fabiola DeOliveira Simone Lynch</p> <p><b><u>Community Representative:</u></b> Maryalice Sharkey</p> <p><b><u>School Committee Representative:</u></b> Dawn Sullivan</p>	<p><b><u>Teacher Representatives:</u></b> Connie Grayson Maria Salvaggio</p> <p><b><u>Assistant Principal:</u></b> Kari-ann Murphy</p> <p><b><u>Principal:</u></b> Ryan P. Heraty</p>
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### **Mission Statement**

Within the Cummings School, we work to educate, prepare and inspire all students to achieve their full potential as lifelong learners, thinkers and productive contributors to our global society. Together, we will act with integrity and be accountable to ourselves, the school and the community, nurturing a safe and positive environment.

### **Summary of 2017-18 Goals**

1. We will establish a school-wide support system that integrates proactive, positive strategies to explicitly teach and reinforce student behavior expectations.
2. We will continue our implementation of the StemScopes Program with fidelity to ensure we are effectively teaching the recently adopted Massachusetts Science Frameworks in all grade levels.
3. Using the five essential components of research-based literacy instruction, we will unify our school-wide approach to how we teach reading.
4. We will conduct a needs assessment targeting our social studies curriculum and resources in all grade levels, using this data to identify areas that will be targeted for improvement.

## Enrollment and Demographic Data

### Grade 3-5 School Enrollment Data 2015-16, 2016-17 and Projected 2017-18

	Total June 2016	Total June 2017	Projected 2017-18
Grade 3	145	156	149
Grade 4	160	149	156
Grade 5	143	158	149
District Totals	448	463	454

### Arthur T. Cummings School Mobility Data

Grade Level	New Students	Withdrawn Students	Net Total
Grade 3	10	3	+7
Grade 4	9	5	+4
Grade 5	5	5	-
School Totals	24	13	11

### Arthur T. Cummings School Populations Profile

Populations	2015-16 Percentage	2016-17 Percentage	Net Total
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Students with Disabilities	18.8	16.2	-2.6
Econ. Disadvantaged	22.7	26.9	+4.2
English Language Learner	6.4	8.1	+1.7
First Language Not English	19	21.6	+2.6
High Needs	43	44.3	+1.3

### Arthur T. Cummings School Demographic Information

Populations	2015-16 Percentage	2016-17 Percentage	Net Total
African-American	.3	1.3	+1
Asian	.8	.9	+1
Hispanic	11.1	14.2	+3.1
Multi-race, non-his	1.3	3.2	+1.9
White	85	80.1	-4.9

## ASSESSMENT DATA OVERVIEW

### 2015 Accountability Data - Arthur T. Cummings Elementary School

Organization Information			
District:	Winthrop (03460000)	School type:	Elementary-Middle School
School:	Arthur T. Cummings Elementary School (03460020)	Grades served:	04,05,06,07
Region:	Greater Boston	Title I status:	Title I School (TA)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 2</b>	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher		View Detailed 2015 Data
	Less progress	More progress	
All students		68	Did Not Meet Target
High needs		61	Did Not Meet Target
Econ. Disadvantaged		66	Did Not Meet Target
ELL and Former ELL		64	Did Not Meet Target
Students w/disabilities		64	Did Not Meet Target
Amer. Ind. or Alaska Nat.		50	Did Not Meet Target
Asian		58	Did Not Meet Target
Afr. Amer./Black		58	Did Not Meet Target
Hispanic/Latino		58	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		58	Did Not Meet Target
Nat. Haw. or Pacif. Isl.		58	Did Not Meet Target
White		58	Did Not Meet Target

## 2016 Accountability Data - Arthur T. Cummings Elementary School

PRINT MORE

Organization Information			
District:	Winthrop (03460000)	School type:	Elementary-Middle School
School:	Arthur T. Cummings Elementary School (03460020)	Grades served:	04,05,06,07
Region:	Greater Boston	Title I status:	Title I School (TA)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 2</b>	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		76	Met Target
High needs		71	Did Not Meet Target
Econ. Disadvantaged		-	-
ELL and Former ELL		84	Met Target
Students w/disabilities		69	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		-	-
Hispanic/Latino		71	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		67	Did Not Meet Target

## Summaries of Progress 2016-17

The Arthur T. Cummings School has experienced a very successful academic year. Following the transitional period from the fall of 2014 to the spring of 2016, the school returned to serving students in grade levels 3, 4, and 5. The third grade teachers returned to the Cummings School and the overcrowding concerns caused by the added grade level were no longer an issue. The additional space that was occupied during the last two years has now been used to directly benefit students. Two (2) new science labs have been created and used throughout the year for our new StemScopes program. Each lab has been outfitted to provide teachers with expansive access to hands-on learning supplies and curriculum resources. A new computer lab was created with twenty-eight (28) new PCs that are equipped with the latest Microsoft software. Twelve (12) Ipads were added to each general education classroom and six (6) ipads were provided to small group classrooms. The award-winning 21st Century Afterschool Program now occupies the multi-purpose room which provides a dedicated space for their enrichment activities, including the creation of a school bookstore. A recent review by the state graded the program as an exemplary model for other districts, in large part due to the collaboration between afterschool staff and school administration. A new teacher lounge was created that is

more central to their classrooms and a new common planning time conference room has been dedicated for teacher collaboration and professional development.

State assessment data (as noted in above images) indicates student academic performance is on the rise. Most dramatically, the school percentile has risen from the 31st percentile in 2014 to the 68th percentile in 2016. The most significant increase in student performance is linked to our hispanic student population which made a twenty-one percent increase overall. The English Language Learner population also made significant gains with an eighteen percent rise. Where other subgroups have met or nearly met state performance targets, these students have exceeded them. Other notable improvements include a ten percent increase for high needs students and student growth percentiles in the 80s for many subject areas. A thirty percent increase was also documented in fifth grade mathematics.

Several enrichment activities were put in place for students. A full intramurals program which included before and after-school athletic activities ran for the entire school year. A drama club (with over 100 participants) put on several shows and allowed students an opportunity to engage with the performing arts. Mrs. Winters ran an art club that had over thirty participants and the ATC chess club was also an excellent addition to the school.

Once a month, the ATC Kindness club met to design activities promoting diversity, kindness, and service throughout the school. This year the club raised thousands of dollars for homeless shelters, local families in need, and even some global causes. A sock drive in October generated hundreds of pairs of socks for the Crossroads Family Shelter in East Boston and the club held a Kindness Week that culminated with the picture on the front cover of this document. Overall, these are just a few examples indicating students are engaged and taking an active stance to make the Cummings School a safe and positive environment.

## Detailed Progress

Goal #1: *“k uxnfZ y{ | XZI {jZM l b ` n| {Vhk ZyUf tk ujZk ZI {tb ` M | bZXk Ma k nXZj` yAnnj<sup>1</sup>, bZ<sup>a</sup>”*

Results: The guided math model was implemented with fidelity at the Cummings School during the 2016-17 School year and will continue to the instructional model for math instruction moving forward. Starting in the summer of 2016, lead teachers met with administration and refined curriculum maps for the upcoming year. These maps were shared with teachers and time was allocated for understanding any changes prior to the school year during professional development days. During these days, a lesson plan template was also designed by the faculty that aligned with the Guided Math format. This lesson plan model was used over the course of the year by each teacher and uploaded in the ATC Google Docs folders each week. This open

approach to sharing lesson plans led to a cultural shift around sharing ideas and resources. The school worked closely with Looney Consulting over the course of the year to provide teachers with added supports as the model was embraced. Each month, a consultant from Looney targeted various aspects of math instruction.

During September and October, it was noted that most teachers adapted quickly to the model and were indicating they enjoyed the time spent with students in small groups. Teachers recognized the importance of these small groups to ensure all students were making progress. A small handful of teachers did struggle initially with classroom management, specifically pertaining to students working independently.

In November, classroom observations indicated every teacher in the school was implementing the Guided Math model every day. Students were showing tremendous signs of progress. Monthly math assessments were administered building-wide to ensure students were staying on track with grade level curriculum while getting needed interventions if appropriate. Over the course of the year, assessment scores increased dramatically. In January, Scholastic Math Inventory testing indicated students were advancing at an exceptional rate. For example, students in grade 3 started the year with over 40% of students in the lowest (Below Basic) category. In January, that number had decreased to 8%.

In March, several members of the faculty, including three teachers and the principal, presented the Guided Math Model at the Massachusetts Elementary Principals Association. After presenting, several schools have requested to visit the ATC including a group from an elementary school on Cape Cod that is visiting in early June. The group also presented at the Five District Partnership Showcase and was the only representative from Winthrop. These opportunities to present really highlight how far the school has come this year with implementing Guided Math.

Looking forward to next year, the school will seek to consistently improve math instruction by taking the Guided Math model to the next level. Math discourse and sense-making will be primary foci next year along with maintaining what has been put into place this year. The curriculum maps will continuously be refined as the years to go on to adjust to best practice and pacing.

Goal #2: *f nl {b | Z tk ujZk Zl {Mlml n\_{aZ'H xqZxy-H nx yanu'k nXZj' MIX' nxk Nj19%V| xkV|j| k · XnV| k Zl {y\_nxZNVa | l k n\_y| Xt''*

One of the biggest challenges we predicted was rolling out the Writers' Workshop model to grade three. Primarily, this concern was due to this being a new model for the majority of these teachers. It became clear in the fall however, that the grade three teachers were very quick to adapt to the model and spent a great deal of their own time learning the pedagogy and



researching ways to hit the ground running. Professional development was offered for grade three teachers at the beginning of the year, each month, and over the summer. Time and compensation was also allocated for teachers to write their own curriculum monthly plans. From the onset of the Writers' Workshop initiative, it has been a focus to ensure the teachers and creating and owning the units of study. This has increased overall buy-in and quality of implementation.

Throughout the school , the work done last year was maintained. All classrooms (including sub-separate pull-out classrooms) instituted the Writers' Workshop model every day. Publishing events took place each month. Some of these events included the fourth grade students reading to sixth graders at the new middle school, fifth grade students reading to town and state officials, and third graders sharing their writing with the fourth grade. These events showcase the work done throughout the building to ensure students recognize the importance of high-quality, authentic writing.

Other work that occurred this year included finalizing monthly unit plans for each grade and genre. All grades now have in-depth monthly curriculum units that provide teachers with clear teaching points and a pacing guide for the year. These units are shared via our Google Curriculum Folders and a new teacher could easily come to the Cummings School and clearly follow these plans.

Goal #3: ". Nk b Z'yVannj1, bXZ'ynVbVjTIX'Zk n{bnl NjZVb b ` y(x| V{ | xZyMIXtk uxnfZ {aZ'yVannj-y' \_nV|yNj| ZZXZXa"

There was a heavy focus on this goal during the 2016-17 school year. As seen on later pages, an in-depth social and emotional learning survey was administered to every parent in the school. Additionally, administration took part in researching several programs that address SEL needs, including the Responsive Classroom and Positive Behavioral Intervention Systems (PBIS). A site visit was made to the Hoover School in Melrose and a Responsive Classroom workshop was attended at the University of Massachusetts - Boston. The current Second Step program was also evaluated by the administration.

After surveying these programs and evaluating current practice, it was clear the PBIS model most clearly met school-wide needs. The PBIS model has a great deal of flexibility, yet holds clear guidelines for effective implementation. Most importantly, the PBIS framework requires a focus on explicitly teaching students how to be successful citizens and respectful community members while embracing their individual needs. The program holds that positive behavioral expectations need to be reinforced and a focus on punitive consequences is not beneficial. This philosophy fits well with the approach teachers and administrators currently maintain at the Cummings School. To test this theory, a PBIS text The Leader in Me was a part of a faculty book

study and overwhelmingly teachers felt it aligned with the work needed at the Cummings School to address the increasing needs of our students.

Moving forward, the next steps will be the creation of a school-wide Social and Emotional Learning team and consistent measures and behavior expectations that will be taught explicitly to students starting in the fall of 2017. Already, teachers have started to create the behavior matrix that will be posted in each classroom throughout the school. Time will be allocated twice per week to teach the social and emotional lessons designed by the SEL team which will align with this matrix. The school will conduct monthly community meetings to highlight and positively reinforce students meeting the behavioral expectations of the community. Other steps and measures will be put into place as the SEL team sees fit and that align with school improvement goals for 2017-18.

Goal #4: "ZVbZjt {xMlykbl {n{aZl Z,, '2 MyMa|yZ{y" xNR Z,, nxi '@MIXMxy\_nx@kZl VZ' / {b9b` {aZl Z,, @Zk @huZyV xMj|k k MZxMjy"

This goal represents one of our most significant and challenging undertakings as a school academically. The new science frameworks adopted by the state are in-depth and require intensive professional development for teachers. Since we have put a heavy emphasis over the past three years on writing, math, and reading, science has not been provided with the attention it deserves. This past year, we have finally been able to start addressing this need. The creation of the science labs has been a tremendous way to begin.

One major step we took as a school was to adopt a new science curriculum resource, StemScopes. The StemScopes program was the only resource that aligned with the newly adopted Massachusetts Standards. We purchased this program in the fall and immediately recognized it was not as user-friendly as we had hoped. Thanks to the curriculum development work of assistant principal, Dr. Murphy, we were able to unpack the StemScopes units into more manageable curriculum planning documents. These documents were similar to the writing documents we created over the past two years and allow teachers to access the appropriate resources quickly and identify the objectives which align with each instructional block throughout the year. This was an immense amount of work and much credit is given to Dr. Murphy for her contribution to the curriculum of the Cummings School. It should be noted that Dr. Murphy also ran consistent professional development seminars throughout the year to introduce teachers to the program. Several teachers from each grade attended these on a voluntary basis, thus significantly increasing their own content expertise.

Going forward, the next step for improving science instruction will be the facilitation of monthly assessments, similar to our current practice for math. We have found the monthly assessment expectation provides a clear goal for teachers and ensures we are all adhering to the yearly pacing guide. The assessments also provide teachers with in-depth data to inform their

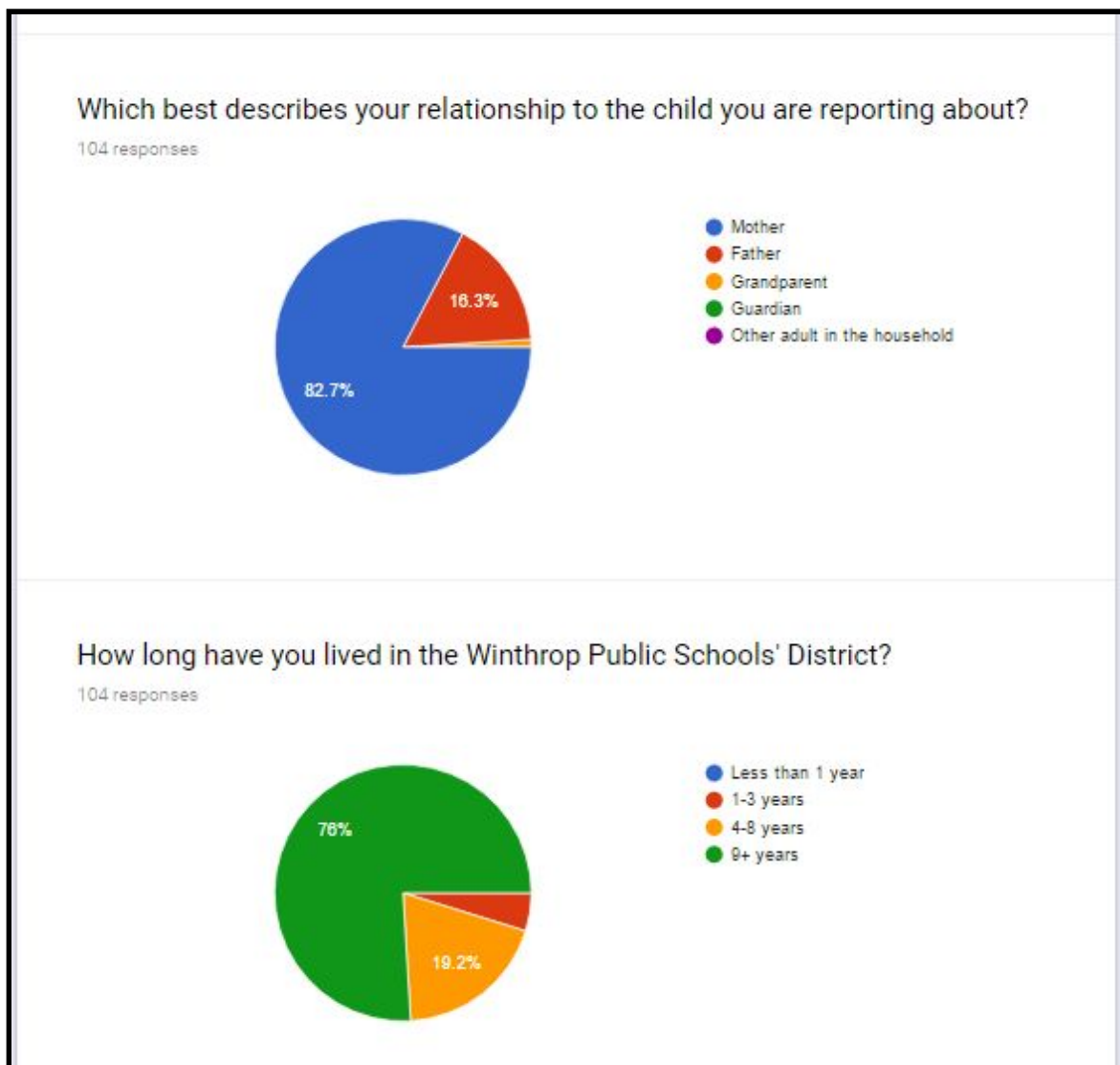
instruction and make changes if necessary. Research indicates it is beneficial for students to be provided with a testing environment similar to the state-mandated assessments prior to them taking place and this a way to ensure this happens. As with the math assessments, we are looking forward to the backward planning and collaborative strategy that results from having a clear goal. Teachers have commented if these assessments are non-evaluative (which they are) they are extremely helpful for their planning. The administration feels it is extremely important when these assessments are implemented for teachers to know the data collected is not tracked per teacher. Rather, the data is used to identify students that need additional support and determine if there are overall trends that need to be addressed. A culture of trust around this type of data is critical for it to be valid and reliable.

Professional development will also continue next year around pedagogy and instruction as we work to ensure teachers feel comfortable and confident with implementing hands-on, engaging science activities consistently. It is recognized that teachers have a lot on their plates teaching all content areas (Reading, Writing, Science, Math, Social Studies) and as the rigor and standards get more complex, a great deal of support needs to be constantly provided.

## **Survey Data**

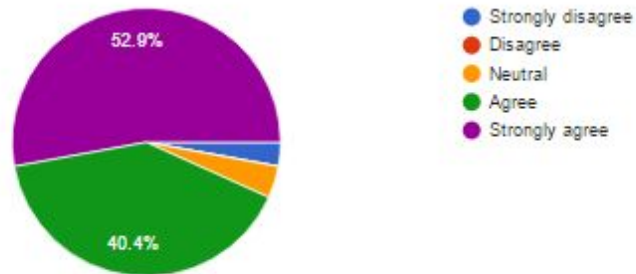
This year, the council elected to use a parent survey designed to specifically target social and emotional learning. As a part of the 2016-17 SIP, one goal was to assess parent perspective in this area. The survey used was taken from the Collaborative for Academic, Social, and Emotional learning (CASE). This organization is recognized as a leader in evidence-based programming that is designed to promote the social and emotional learning goals that schools are targeting around the country. Since the Cummings School has recognized a growing need in this area, we felt it was extremely important to hear from parents in regards to which areas they feel need the most direct attention. The school also administered a survey to school faculty to determine areas in which the teachers felt supports needed to be added for addressing social and emotional learning needs.

**The survey results are as follows:**



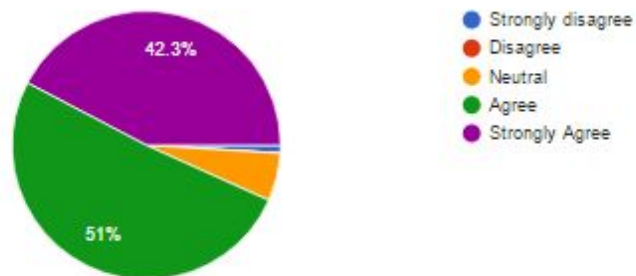
My child feels his/her teacher really cares about him/her.

104 responses



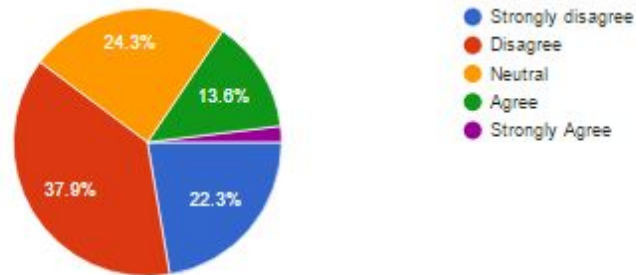
This school is a supportive and inviting place for students.

104 responses



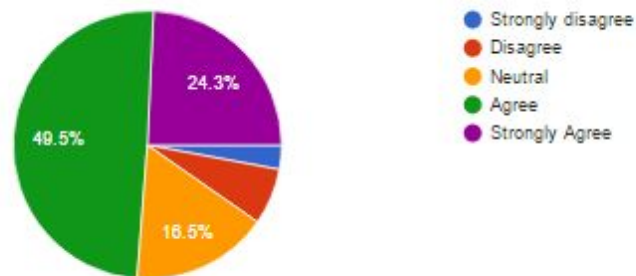
I am concerned about my child's safety outside the classroom (e.g., on the playground, on the bus).

103 responses



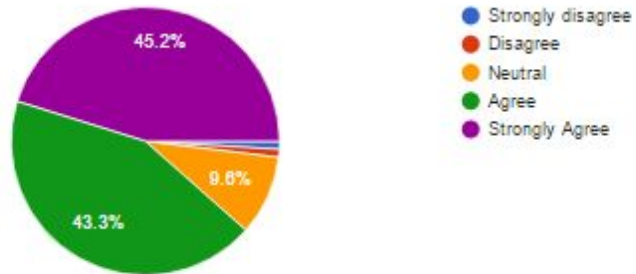
My child feels comfortable talking to his/her teacher about problems he/she may be having.

103 responses



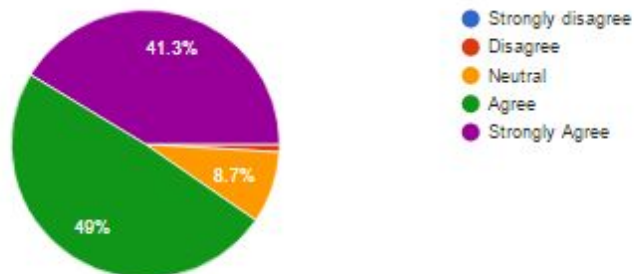
I am happy my child goes to this school.

104 responses



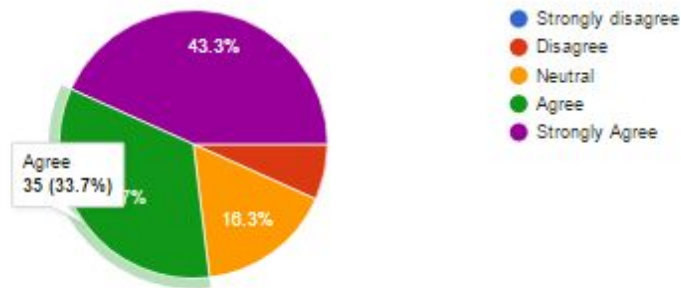
I feel welcome at this school.

104 responses



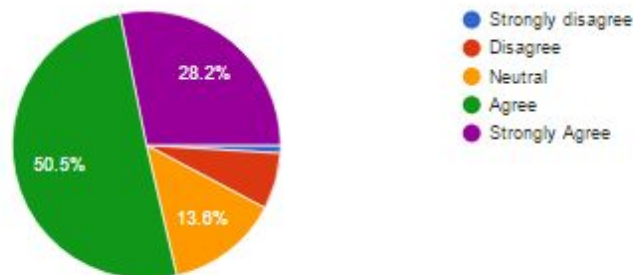
I have enough communication with my child's teacher(s).

104 responses



This school works to promote my child's social and emotional development.

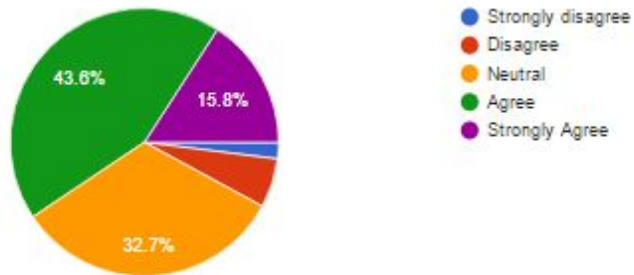
103 responses





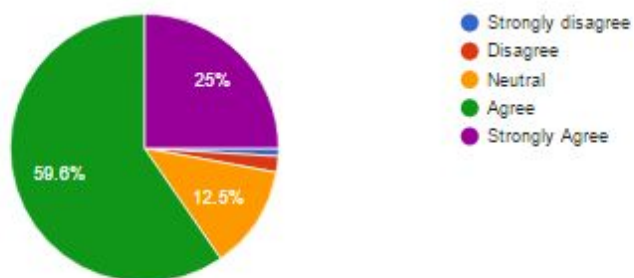
Parent/guardian feedback is considered in the school's decision-making.

101 responses



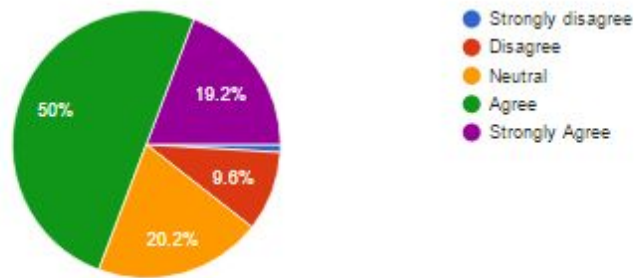
My child is getting a good education at this school.

104 responses



There are many opportunities for me to participate in activities at this school.

104 responses



My child's teacher treats him/her fairly.

104 responses



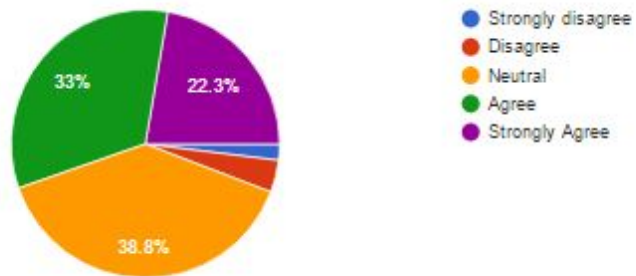
### My child likes his/her teacher.

104 responses



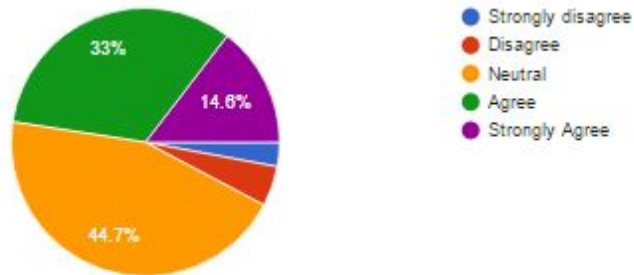
### At this school, there are good supports for children who are having learning difficulties.

103 responses



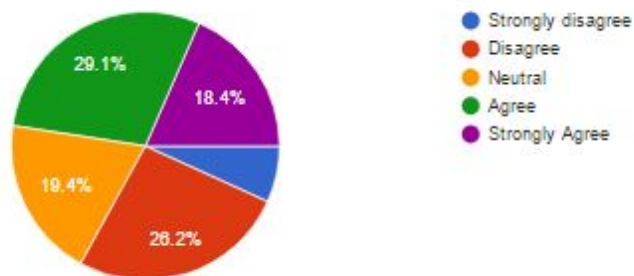
At this school, there are good supports for children who are having other personal difficulties, either at home or at school.

103 responses



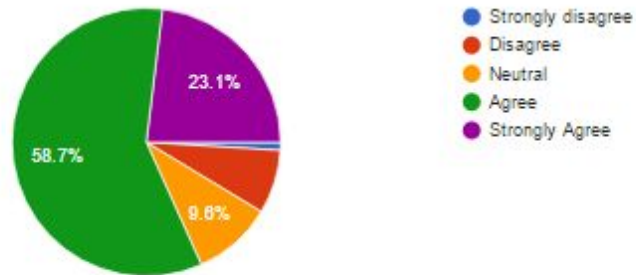
The behavior of some students in my child's class makes it hard for him/her to focus on schoolwork.

103 responses



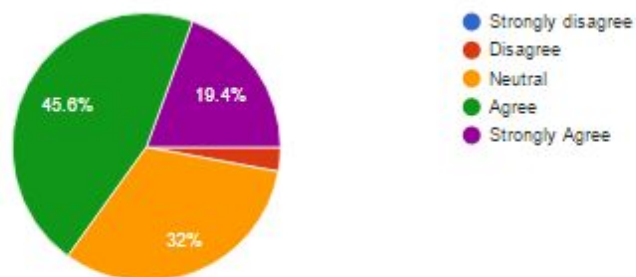
This school is a supportive and inviting place for parents/guardians.

104 responses



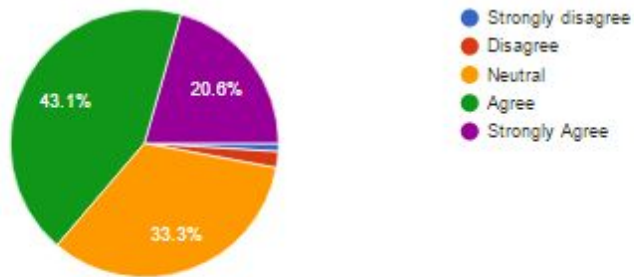
Adults at the school treat students from different cultures fairly.

103 responses



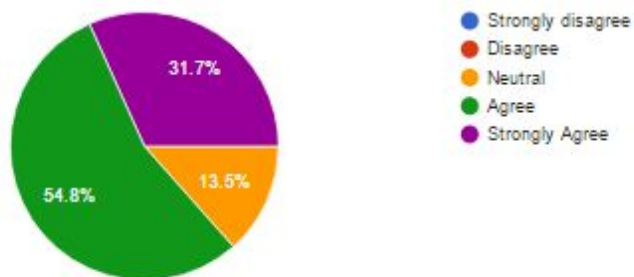
Adults at the school treat students from different cultures fairly.

102 responses



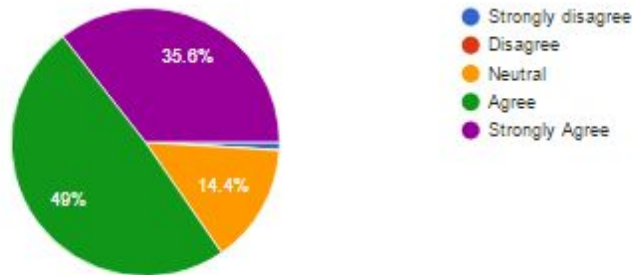
Adults at this school believe that my child can be a success.

104 responses



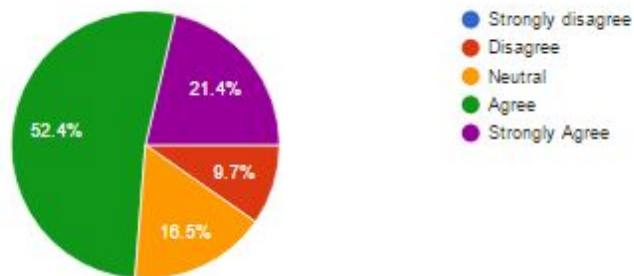
### My child's teacher listens to what he/she has to say.

104 responses



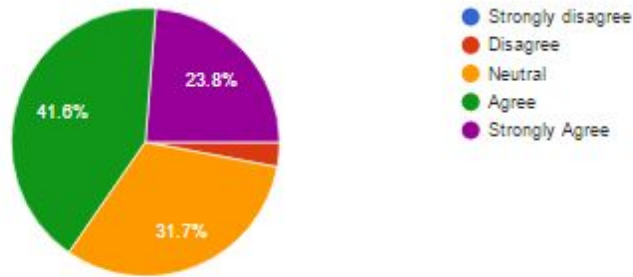
### This school actively encourages parent/guardian involvement in children's social and emotional development.

103 responses



Adults in this school treat families from different cultures respectfully.

101 responses



My child's teacher is welcoming and interested in what I have to say.

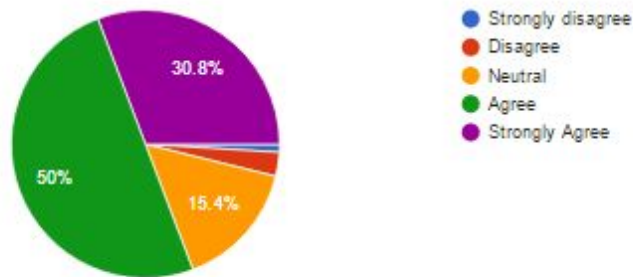
104 responses





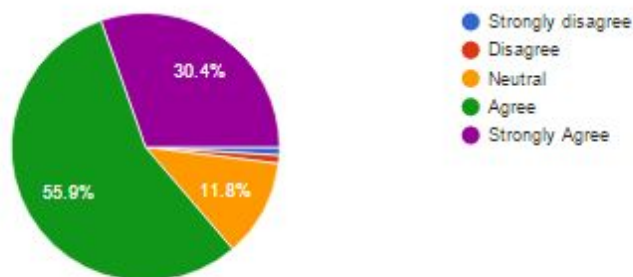
This school works to promote my child's academic development.

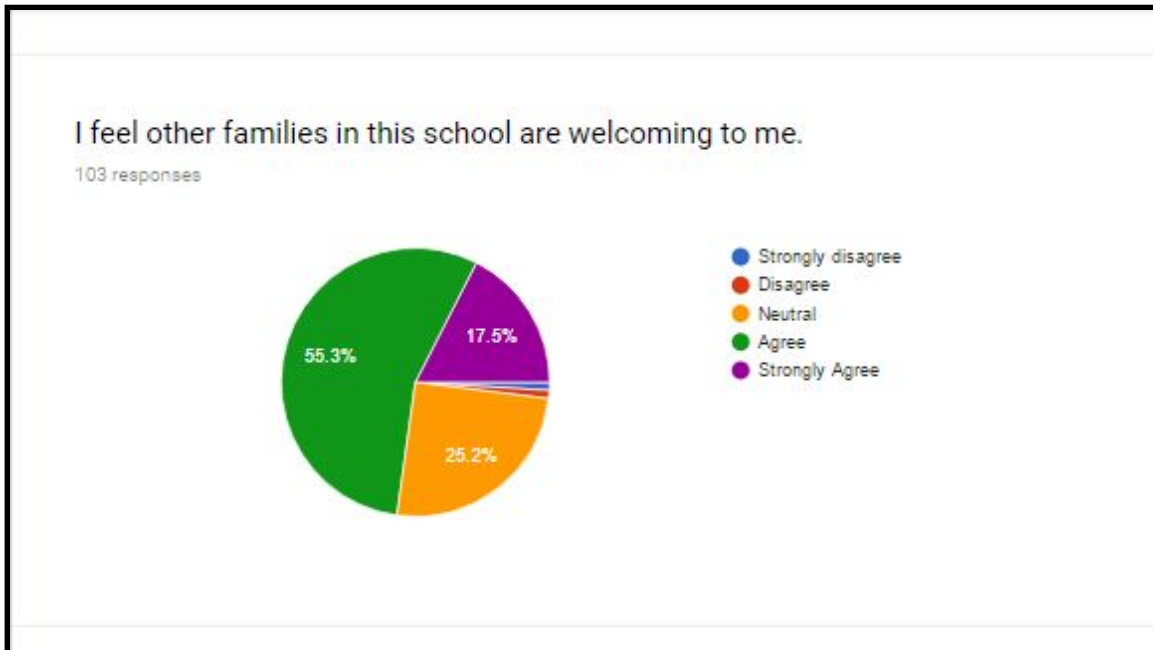
104 responses



My child feels cared for by the adults at school.

102 responses





**Survey results summary:** Overall, parent / guardian responses indicate stakeholders feel involved at the school level and feel strongly their children are getting a high quality education. The most powerful responses were around teacher impact and effectiveness. Clearly, parents feel their child's teacher is effective and caring. There was an open response question as well (Is there anything else we should be aware regarding your experience with the Cummings School?) that provided some more specific input. It is clear that outreach activities put forward by the school and PTO are effectively ensuring parents feel welcome and involved in school activities. The areas that parents indicated more supports should be considered correlate directly with site council discussions. Parents feel class sizes are too large and the behavior of some students can negatively impact the overall learning taking place. Parents are also neutral when it comes to how students from different cultures are being treated which indicates they may or may not be aware of any work that is happening in the school around cultural sensitivity. This data will drive school improvement plan goal setting for the 2017-18 School Year.

## School Improvement Goals 2017-18

<b>Goal #1: We will establish a school-wide support system that integrates proactive, positive strategies to explicitly teach and reinforce student behavior expectations.</b>		
<b>Objectives:</b>	<b>Strategies:</b>	<b>Evidence:</b>
<p>Adequate training and professional development will be provided to teachers and administrators to ensure expertise is established in the building.</p>	<p>Administrators and SEL team teachers will attend PBIS training to ensure common language and expectations are established.</p> <p>Principal and assistant principal will attend training sessions focused on PBIS over the 2017 summer.</p> <p>Teachers will attend training either during the summer or in the fall.</p> <p>The SEL team will visit at least two school using the PBIS model and reflect on these guided observations.</p>	<p>Training documentation will be provided for Professional Development Points (PDPs) for teachers and administrators.</p> <p>Invoices will be submitted to central office.</p> <p>Surveys will be collected from participants to measure effectiveness.</p>
<p>Behavior expectations will be clarified and communicated throughout the school.</p>	<p>Teachers will help design a school-wide behavior expectations matrix aligning with the school's core values (Persevere, Respect, Inspire, Dream, Engage).</p> <p>The expectations will be taught explicitly to</p>	<p>The matrix will be posted around the school and in every classroom, bathroom, and common area.</p> <p>Lessons will be designed and shared with the site council.</p>

	<p>students in their social / emotional learning block.</p> <p>Sound meters and matrices will be installed around the school and in each classroom.</p>	<p>Sound meters will be visible throughout the school.</p>
<p>Parents will be viewed as partners in the implementation of PBIS.</p>	<p>Incoming third grade parents will receive information in regards to PBIS and what that will look like for their children and how they can help at home.</p> <p>During Curriculum Night in September, all parents will receive information about the model and how it is being implemented.</p> <p>Monthly newsletters will include updates around PBIS and pictures will accompany these.</p>	<p>Parents will view a presentation on the third grade information night and during Curriculum Night.</p> <p>The presentation will be shared with the site council and central office.</p> <p>Monthly newsletters will be distributed via email and posted on the school website.</p>
<p>Positive Behavior will be reinforced throughout the school and students will be recognized for exhibiting model behavior.</p>	<p>Community meetings will be held each month and students will take an active leadership role in the planning of these meetings.</p> <p>Students that are meeting behavior expectations will be recognized.</p> <p>An incentive system will be developed for teachers, administrators, and other community members to reinforce positive behavior.</p>	<p>Community meetings will be documented and photographed for monthly newsletters.</p> <p>The positive reinforcement system will be clearly communicated to students, parents and staff members.</p>

**Goal #2: We will continue our implementation of the StemScopes Program with fidelity to ensure we are effectively teaching the recently adopted Massachusetts Science Frameworks in all grade levels.**

<b>Objectives:</b>	<b>Strategies:</b>	<b>Evidence:</b>
Teachers will implement daily lesson plans aligned with the MA Frameworks.	Lessons will be posted in the Google Docs folder and will be observed by administrators on a periodic basis. Teachers will be provided with time to collaborate. Lesson plans and resources will be shared at common planning time meetings.	Lessons will be easily accessible in the ATC Curriculum Folder.
Professional Development opportunities will be offered on at least a monthly basis to teachers.	Dr. Murphy will continue to offer after-school science PD workshops twice per month. The StemScopes trainer will provide teachers with professional development at least once every six months.	PDPs will be offered for teachers accessing these programs. Invoices will be submitted to central office for StemScopes PD.
Students will be provided with more hands-on learning experiences tied to the Science Curriculum.	Teachers will follow the StemScopes program which provides for consistent lab experiences and hands-on activities.	Administration will conduct frequent classroom observations. Projects will be showcased throughout the year.

Monthly Assessments data will be used to drive instruction and to monitor implementation of the curriculum.	Assessments will be implemented following each block of instruction.	Data will be shared with central office and teachers. Assessments will be shared with the site council.
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<b>Goal #3: Using the five essential components of research-based literacy instruction, we will unify our school-wide approach to how we teach reading.</b>		
<b>Objectives:</b>	<b>Strategies:</b>	<b>Evidence:</b>
A unified approach to teaching reading will be solidified building-wide.	Professional development time will be allocated at the beginning of the year to establish a lesson plan template used by all teachers. Reading specialists will conduct professional development training for all teachers at least once every two months. PLC time will be allocated every other week to reading instruction and calibrating the approach building-wide.	Classroom observations will be conducted by administrators on a frequent basis. Guided observations will occur throughout the building at least once every two months to share practice. A year-long scope and sequence will be published in the ATC Curriculum Document folder.
Common assessments will be implemented at each grade level every other month to monitor student progress.	Assessments will be designed over the summer months and shared with teachers prior to the beginning of the school year.	Assessment data will be shared with central office and teachers. Assessments will be shared with the site council.

**Goal #4: We will conduct a needs assessment targeting our social studies curriculum and resources in all grade levels, using this data to identify areas that will be targeted for improvement.**

<b>Objectives:</b>	<b>Strategies:</b>	<b>Evidence:</b>
We will identify the strengths and weaknesses of our current social studies curriculum.	A survey will be conducted at the beginning of the 2017-18 academic year assessing how we are currently teaching social studies in the building. We will research at least three (3) other high performing schools and identify how social studies standards are being met in these schools.	Survey results will be shared with the site council. Research findings will be shared with the teachers and the site council. Any additional data derived from these observations and surveys will be collected and shared in an organized way.
We will identify how social studies integrates issues surrounding cultural sensitivity and what can be improved in this area.	Our Social Studies survey will integrate questions around this topic and community feedback will be solicited.	Survey data and research will be shared with the site council.
We will determine what social studies standards can be integrated with daily reading instruction.	Reading specialists will collaborate with grade levels teachers and review the curriculum over the summer months for areas that can be aligned.	Research will be shared with the school site council and teachers and this information will be incorporated into future units.







