

Arthur T. Cummings Elementary School



School Improvement Plan
2016-17

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School Council Memberships

Arthur T. Cummings School Council 2015-16

<p><u>Parent Representatives:</u> Debbie Chavis Fabiola Oliveira Christine Snow Leslie Lawton</p> <p><u>Community Representative:</u> Karin Chavis</p> <p><u>School Committee Representative:</u> Dawn Sullivan</p>	<p><u>Teacher Representatives:</u> Connie Grayson Stephanie Pietal Brynn Durkee Coni Moore Erica Foley</p> <p><u>Principal:</u> Ryan 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 2016-17 Goals

1. Improve student learning outcomes by implementing a guided math model school-wide.
2. Continue implementation of the Writers' Workshop model and formalize curriculum documents for each unit of study.
3. Examine school-wide social and emotional learning structures and improve the school's focus as needed.
4. Effectively transition to the new Massachusetts Framework Standards for Science utilizing the new StemScopes curriculum materials.

Enrollment and Demographic Data

Grade 3-5 School Enrollment Data 2014-15, 2015-16 and Projected 2016-17

	Total June 2015	Total June 2016	Projected 2016-17
Grade 3	159	145	150
Grade 4	147	160	145
Grade 5	144	143	160
District Totals	450	448	455

Arthur T. Cummings School Mobility Data

Grade Level	New Students	Withdrawn Students	Net Total
Grade 3	5	5	+0
Grade 4	10	13	-3
Grade 5	7	8	-1
School Totals	22	26	-4

Arthur T. Cummings School Populations Profile

(Note: This reflects the grade 4-7 configuration)

Populations	2014-15 Percentage	2015-16 Percentage	Net Total
Students with Disabilities	20.7	18.8	-1.9
Econ. Disadvantaged	23.3	22.7	-.6
English Language Learner	8.5	6.4	-2.1
First Language Not English	14.6	19	+4.4
High Needs	42.5	43	+.5

Arthur T. Cummings School Demographic Information

(Note: This reflects the grade 4-7 configuration)

Populations	2014-15 Percentage	2015-16 Percentage	Net Total
African-American	1.3	.3	-1
Asian	.8	.8	No Change
Hispanic	8.5	11.1	+2.6
Multi-race, non-his	.5	1.3	+.8
White	88.9	85	-3.9

ASSESSMENT DATA OVERVIEW

2014 Accountability Data - Arthur T. Cummings Elementary School

Organization Information			
District:	Winthrop (03460000)	School type:	Elementary School
School:	Arthur T. Cummings Elementary School (03460020)	Grades served:	03,04,05
Region:	Greater Boston	Title I status:	Title I School (TA)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		31
	Lowest performing	Highest performing

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 2014 Data
	Less progress	More progress		
All students			67	Did Not Meet Target
High needs			63	Did Not Meet Target
Low income			47	Did Not Meet Target
ELL and Former ELL			76	Met Target
Students w/disabilities			67	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	-
Asian			-	-
Afr. Amer./Black			-	-
Hispanic/Latino			66	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-	-
Nat. Haw. or Pacif. Isl.			-	-
White			61	Did Not Meet Target

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		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		61
	Lowest performing	Highest performing

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			-	-
ELL and Former ELL			66	Did Not Meet Target
Students w/disabilities			64	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	-
Asian			-	-
Afr. Amer./Black			-	-
Hispanic/Latino			50	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-	-
Nat. Haw. or Pacif. Isl.			-	-
White			58	Did Not Meet Target

Summaries of Progress 2015-16

The Arthur T. Cummings School continued this year with a very significant transition. Due to the construction of a new middle / high school, four Winthrop Schools consolidated into three for a two year span (2014-16). Because the middle school was temporarily dissolved, grades 6 and 7 shifted to the Cummings School and grade 3 shifted to the Fort Banks School. Therefore, the ATC encompassed grades 4-7 this year.

Even with the lack of space and unusual grade level configuration, the school had a very successful year. Parents have expressed through surveys (see survey section) that they are extremely happy with the school, communication, and the overall progress of their children. There have been very few behavior issues and suspensions have been extremely limited. The school has adopted a Google Apps for Education (GAPE) initiative and over 200 Chromebooks are used on a daily basis to supplement direct instruction. Assessment data indicates the school went from the 31st percentile in 2013-14 to the 61st percentile in the 2014-15 School Year. Teacher retention moving to the 2016-17 school year for grades 3-5 is very high and the culture is extremely positive in the school. A great deal of work was done this year in regards to creating a safe and supportive community. The ATC Kindness Committee has organized monthly anti-bullying lessons that are delivered each month. One week was dedicated in October to educating students on the harmful effects of bullying and encouraging them to take an active role in prevention culminating with a peace march through town and an aerial photo of the entire school organized in the shape of a peace sign.

The physical security of the school has also been a focus this year; many additional cameras have been added around the perimeter of the building and the lockdown / evacuation procedures have been very effective. An inspector from the International Association of Chiefs of Police visited the school to evaluate the security procedures and found the building and protocols to be in excellent condition.

Curriculum and assessment at the Cummings School has been another area to highlight. The Writers' Workshop model was effectively implemented in grades four and five resulting in a dramatic increase relating to the engagement, volume and overall quality of student writing. Teachers worked closely with Teaching and Learning Alliance to improve their understanding of excellent writing instruction. Extensive work was also done in regards to curriculum mapping and a scope and sequence for writing, math, and English Language Arts. Lead teachers at the Cummings School submit monthly unit plans highlighting the objectives and standards covered each month. A monthly math assessment was used to monitor the progress of students over the course of the year in regards to these standards and Scholastic Reading and Math inventory assessments are used to correlate student growth to national norms.

Aside from core content work in English Language Arts and mathematics, students at Arthur T. Cummings School had many opportunities for well-rounded instruction and enrichment. The afterschool drama program enrolled over 100 students along with the intramural program that ran year-round. Students were provided with a variety of courses this year at the middle school level including Coding, Japanese History, Critical and Creative Thinking, STEM, and Journalism. Field trips were held for all grades to various locations including the Massachusetts Institute of Technology, the Franklin Park Zoo, the Museum of Science, a historical Duck Tour through Boston, walking the Freedom Trail, and a visit to meet the Speaker of the House at the State Capital. Several productions were performed this year including *Seussical the Musical* and a holiday concert for parents. In May, School Pride Night and the ATC Talent Show showcased everything wonderful about the Cummings School and International Night celebrated the diversity of our students, sharing the cultures of over eighteen countries.

The School Improvement Plan (SIP) for **2015-16** had several key goals.

1. To improve writing by implementing the Writers' Workshop model.
2. To improve overall parent engagement.
3. To improve instruction for students with disabilities.
4. To continue and improve upon literacy and math interventions.

Detailed Overview

1. *To improve writing by implementing the Writers' Workshop model.*

Summary of progress:

The objectives to reach this goal included monthly unit plans designed by teachers, professional development over the course of the year to ensure a full understanding of the model and expectations around the implementation, teacher implementation as evidenced by observations, and improvement in regards to the overall volume, engagement, and quality of student writing.

It is clear there has been significant progress towards attaining this goal. Teachers have worked closely with Teaching and Learning Alliance (TLA) and the administration to design a full year of monthly curriculum maps that guided the work. The teachers developed these monthly units for grades 3-5 for each writing genre (e.g., narrative, informative, persuasive, poetry, ect...) and they are currently saved in a collaborative Google Docs folder that enables teachers to make improvements to the documents, gain input from consultants, and add resources and notes in a team format.

Additionally, all teachers have been consistently observed and feedback has been provided in a timely fashion (usually that very day) for teachers to make adjustments to their practice. In

these observations, it has been noted the teachers are implementing the model with fidelity. Learning walk-throughs with the consultant, pre / post assessments, peer observations, and publishing parties all show the progress students are making with the Writers' Workshop philosophy.

2. To improve overall parent engagement.

Summary of Progress:

There has been a significant push this year to connect parents more closely with the school community. Outreach to the parents has been frequent starting last summer with a new fourth grade orientation night for parents. Additionally, the Open House in September stressed the importance of a positive home-school connection. Probably the most impactful activities were the holiday concerts and PTO Game Night events which had very high attendance rates. Additionally, the drama and band program brought parents into the school to see the amazing work of the students. School Pride Night reached full capacity in the cafetorium and also during the ATC Talent show. This display of parent involvement demonstrates Winthrop parents are ready and willing to engage if the activities meet their needs and interest levels.

Electronic newsletters were sent home and posted on the school website each month detailing school activities, events, and curriculum updates. Parents were provided with all-call information when appropriate, including each time the school was evacuated for a drill. The PTO had a very successful year running many bake sales, fundraising for field trips, and facilitating the Yankee Candle fundraiser, Scholastic Book Fairs, and other events. Overall, parent engagement based on surveys appears to be increasing in a positive way (see survey data section).

3. To improve instruction for students with disabilities.

Students with disabilities have historically not been exposed to the same level of rigor and quality of instruction, thus resulting in lower growth via state assessments. The ATC made significant strides this year to ensure our special education students received a level of instruction at or above what was being delivered in the general education classrooms. Two of the biggest factors that go into overall quality of instruction are teacher preparation and high expectations for the students. Using data to measure our student growth, it was clear that students with disabilities were provided with these two elements. The objectives set forth in the school improvement plan included high quality professional development for teachers and progress monitoring with the use of the Scholastic Reading and Math inventories. Both of these objectives were accomplished this year. Additionally, highly trained interventionists were put into the small group classrooms to ensure teachers with the necessary training were working with our most vulnerable students all day long.

Data indicates students in these small group classes made significant growth with some students growing as much as 400 Lexile or Quantile points (average growth is 100 points or less) and the average in one small group being 176 Lexile points. Another small group averaged 333 quantile points growth with one student growing over 500 points. This focus on high expectations for all students has been have a drastic impact on the overall achievement of these students and confidence levels of students and teachers are increasing as well.

Teacher preparation and training has been a focus as well. Special education teachers participated in all Teaching and Learning (TLA) professional development workshops on writing instruction. The teachers in small group and inclusion classrooms worked closely with the administration and consultants to cater the Writers' Workshop model to work for all students. Publishing parties included these students and the real audience and opportunities for sharing work increased authenticity and meaningfulness for these students, resulting in higher quality writing.

4. To continue and improve upon literacy and math interventions.

Several literacy and math interventions have been put into place over the past five years at the Arthur T. Cummings School. Starting several years ago with the school's partnership with IDEAL consulting, teachers were trained on how to implement Response to Intervention (RTI) supports in each classroom. This model is a research-based strategy for meeting the needs of all students in the classroom through small group, individualized instruction. The Cummings School has been able to utilize this model to move students forward and ensure at the end of the year, approximately 80% of students reach the advanced and proficient level in reading.

Continuing and improving upon this model was the goal of the school improvement plan this year. One significant way that this was accomplished was through the observation of a Level 1 elementary school in Beverly, Massachusetts. This school has very similar demographics to the ATC and has been able to reach Level 1 status by achieving high proficiency rates in English Language Arts and Mathematics. Although the Cummings School has been able to reach solid goals with literacy, math has been an area identified for growth, especially with the fifth grade. By observing the Beverly model and meeting with that school's faculty and administration, the ATC was able to bring back many strong ideas to be shared with the Instructional Leadership Team (ILT) to improve math supports.

All of the objectives in the School Improvement Plan (SIP) were met this year in regards to this goal. Data meetings were held, training sessions were implemented for all elementary staff members in RTI, and many opportunities were offered for sharing of resources and collaboration. Teachers have designed their own resources via Google Docs that archive the vast pool of resources being used on a daily basis. These resources are creative, research-based, and

accessible to all teachers in the building. The combination of this training, data meetings, and in-class supports have all attributed to this goal being met.

Other School Improvement Activities

Technology

The Arthur T. Cummings School has continued to embrace a Google Apps for Education (GAFE) initiative starting in 2014 with the purchase of nearly 200 Chromebooks. This year, many professional development opportunities were available for teachers, resulting in many new programs being implemented including Lexia / TenMarks for all student homework in grades four and five. Also, Google Classroom was a tool used by many teachers to share assignments and for students to submit their work.

Additionally, many teachers used the Chromebooks in their middle school ICE block classrooms for research, coding, and to improve overall typing skills. Google sharing features were highlighted in these and all classrooms as a way for students to collaborate on projects and share their work with a more global audience.

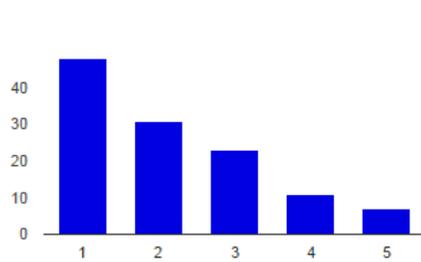
Math Evaluation

This year, Mr. Heraty established a district-wide math committee to evaluate overall needs of the schools. This committee met several times and hired a consultant, Looney Consulting to do a needs-assessment on the district and identify which areas will require the most attention to move students forward. The Looney report indicated there are several areas in which the Cummings School should focus next year, including continued expectations around the implementation of a guided math model and facilitating more high quality teacher professional development. The ATC sees this as validation of the work currently being accomplished in the school and helping to put more emphasis on the needs going forward around curriculum resources and a clear scope and sequence map for the year.

Survey Data

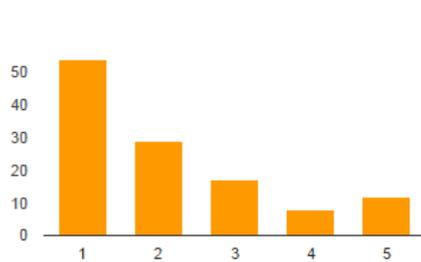
This year, the council elected to use a survey designed to understand whether or not specific objectives were being met including parent engagement, technology, and social / emotional learning. There were 120 responses to the survey, which included responses from ELL parents that were facilitated during our English Language Learning adult classes.

Promotes the academic success of all students.



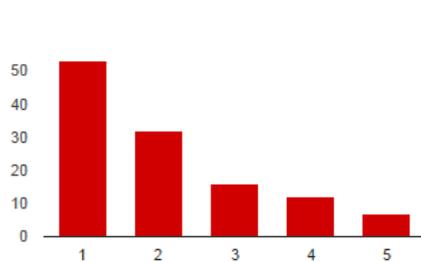
Strongly Agree: 1	48	40%
2	31	25.8%
3	23	19.2%
4	11	9.2%
Strongly Disagree: 5	7	5.8%

Treats all students with respect.



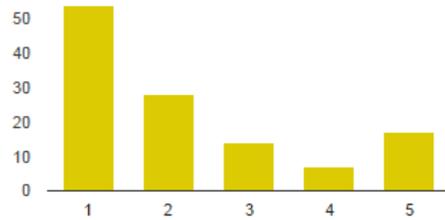
Strongly Agree: 1	54	45%
2	29	24.2%
3	17	14.2%
4	8	6.7%
Strongly Disagree: 5	12	10%

Gives all students opportunities to "make a difference" by helping others.



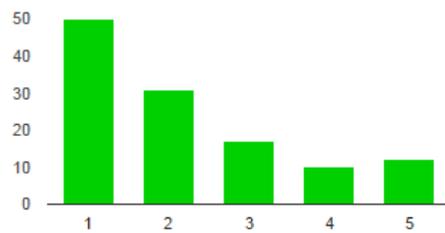
Strongly Agree: 1	53	44.2%
2	32	26.7%
3	16	13.3%
4	12	10%
Strongly Disagree: 5	7	5.8%

Keeps me well-informed about school activities.



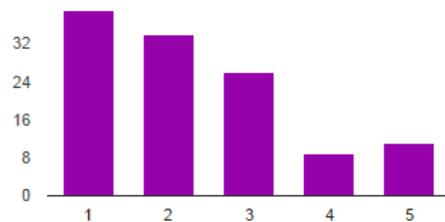
Strongly Agree:	1	54	45%
	2	28	23.3%
	3	14	11.7%
	4	7	5.8%
Strongly Disagree:	5	17	14.2%

Has clean and well-maintained facilities and properties.



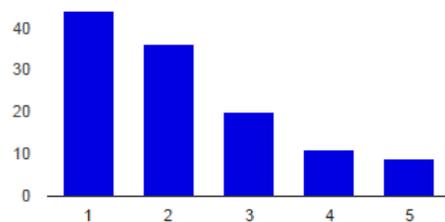
Strongly Agree:	1	50	41.7%
	2	31	25.8%
	3	17	14.2%
	4	10	8.3%
Strongly Disagree:	5	12	10%

Provides quality counseling or other ways to help students with social and emotional needs.



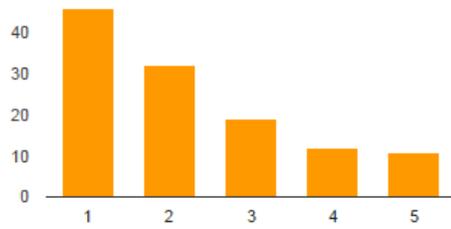
Strongly Agree:	1	39	32.8%
	2	34	28.6%
	3	26	21.8%
	4	9	7.6%
Strongly Disagree:	5	11	9.2%

Motivates students to learn.



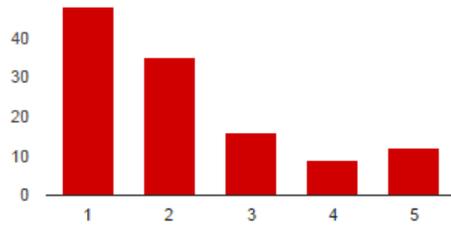
Strongly Agree:	1	44	36.7%
	2	36	30%
	3	20	16.7%
	4	11	9.2%
Strongly Disagree:	5	9	7.5%

Allows input and welcomes parent contributions.



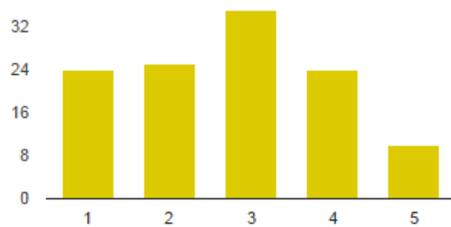
Strongly Agree:	1	46	38.3%
	2	32	26.7%
	3	19	15.8%
	4	12	10%
Strongly Disagree:	5	11	9.2%

Has a supportive learning environment for my child.



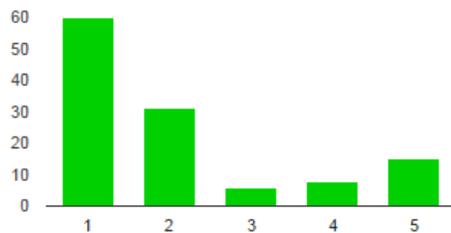
Strongly Agree:	1	48	40%
	2	35	29.2%
	3	16	13.3%
	4	9	7.5%
Strongly Disagree:	5	12	10%

Provides students with healthy food choices.



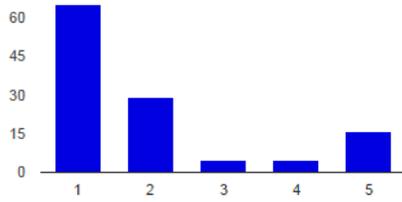
Strongly Agree:	1	24	20.3%
	2	25	21.2%
	3	35	29.7%
	4	24	20.3%
Strongly Disagree:	5	10	8.5%

Has teachers, administrators and other adults that really care about students.



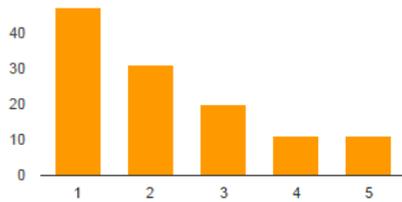
Strongly Agree:	1	60	50%
	2	31	25.8%
	3	6	5%
	4	8	6.7%
Strongly Disagree:	5	15	12.5%

Has a principal that puts students first.



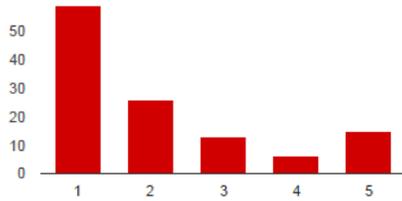
Strongly Agree: 1	65	54.2%
2	29	24.2%
3	5	4.2%
4	5	4.2%
Strongly Disagree: 5	16	13.3%

Provides quality extracurricular activities that meet my child's interests and talents.



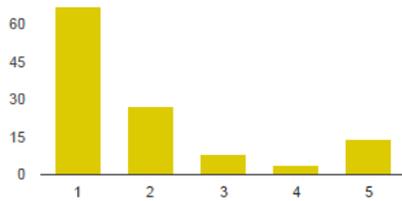
Strongly Agree: 1	47	39.2%
2	31	25.8%
3	20	16.7%
4	11	9.2%
Strongly Disagree: 5	11	9.2%

Provides enough information (i.e., emails, all-calls, paper notices) so I can prepare for upcoming events and know what is ha



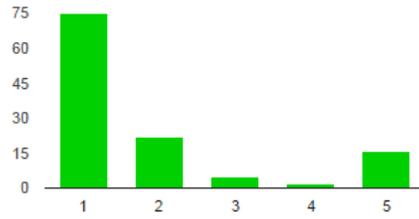
Strongly Agree: 1	59	49.6%
2	26	21.8%
3	13	10.9%
4	6	5%
Strongly Disagree: 5	15	12.6%

Is a safe place for my child.



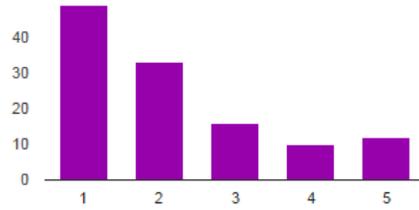
Strongly Agree: 1	67	55.8%
2	27	22.5%
3	8	6.7%
4	4	3.3%
Strongly Disagree: 5	14	11.7%

Ensures lock-down, hold-in-place, and fire drills are conducted regularly to prepare students for a crisis situation.



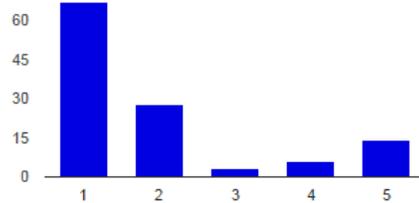
Strongly Agree: 1	75	62.5%
2	22	18.3%
3	5	4.2%
4	2	1.7%
Strongly Disagree: 5	16	13.3%

Encourages me to be an active partner with the school in educating my child.



Strongly Agree: 1	49	40.8%
2	33	27.5%
3	16	13.3%
4	10	8.3%
Strongly Disagree: 5	12	10%

Promptly responds to my phone calls, messages, or emails.



Strongly Agree: 1	67	56.8%
2	28	23.7%
3	3	2.5%
4	6	5.1%
Strongly Disagree: 5	14	11.9%

School Improvement Goals 2016-17

Goal #1: To improve student learning outcomes by implementing a guided math model school-wide.		
Objectives:	Strategies:	Evidence:
Teachers will receive high quality professional development on implementation of this model.	<ul style="list-style-type: none"> ● Looney Math Consulting will be hired for professional development workshops. ● Time for teachers to plan and collaborate will be ensured each week. ● The new math coach position will be instrumental for continued PD throughout the year. 	<ul style="list-style-type: none"> ● Looney math will provide agendas, resources, and invoices for work completed. ● Common Planning Time will be integrated into the schedule. ● Nature of PD will be shared with site council.
Students will be provided with differentiated learning experiences meeting at their current level of proficiency.	<ul style="list-style-type: none"> ● Small group instruction will be an expectation highlighted in administrator walk-throughs. ● Interventionists will be scheduled (when possible) to assist in grade 3-5 math classrooms. 	<ul style="list-style-type: none"> ● Administrative observations. ● Student data / growth. ● Teacher learning walk-throughs. ● Feedback from the math coach.
Overall math proficiency levels will reach a 80/20 split of Proficient / Advanced (80%) and Basic / Below Basic (20%).	<ul style="list-style-type: none"> ● Monthly math assessments will monitor growth on specific standards and identify which students need additional supports. ● Professional Development will cater to small group instruction. 	<ul style="list-style-type: none"> ● Scholastic Math Inventory Data will be used to measure growth and overall proficiency levels between Fall and Spring.
A year-long scope and sequence will be published and shared with all teachers.	<ul style="list-style-type: none"> ● Google Docs will be the primary tool for organizing year-long math documents. 	<ul style="list-style-type: none"> ● Google documents will be posted on school website and shared with the site council.

	<ul style="list-style-type: none"> Looney consulting will assist with evaluating monthly plans to ensure alignment with Common Core Standards. 	<ul style="list-style-type: none"> Invoices from Looney that indicate time spent on Curriculum sequencing.
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Goal #2: Examine school-wide social and emotional learning structures and improve the school's focus as needed.

Objectives:	Strategies:	Evidence:
The current Second Step program will be evaluated for effectiveness.	<ul style="list-style-type: none"> Research articles will be collected and reviewed by the administration and adjustment counselor. Student surveys will be collected. 	<ul style="list-style-type: none"> Articles will be shared with staff. Survey data will be shared with the site council.
Student, teacher, and parent input will be gathered to assess social / emotional needs.	<ul style="list-style-type: none"> A survey will be shared with parents, teachers, and students. 	<ul style="list-style-type: none"> Survey data will be shared with the site council.
Several social / emotional models will be researched and examined to see if there is a better fit for the ATC.	<ul style="list-style-type: none"> The school adjustment counselor and administration will reach out to various other communities to see what other schools with similar demographics are using. 	<ul style="list-style-type: none"> This research will be shared with the site council.
A community meeting approach to social / emotional development will be explored and possibly implemented.	<ul style="list-style-type: none"> The school adjustment counselor and administration will explore training on a community meeting approach, possibly with the Responsive Classroom model. 	<ul style="list-style-type: none"> The progress of this research will be shared with the site council.

Goal #3: Continue implementation of Writers' Workshop model.		
Objectives:	Strategies:	Evidence:
Third grade teachers will receive a high level of support with the implementation phase of the Writers' Workshop model. .	<ul style="list-style-type: none"> Over the summer, three days of PD will be available for teachers including one day from Teaching and Learning Alliance. When the school year starts, administration, mentor teachers, and TLA will be available for teacher support. Materials (notebooks, anchor charts, markers, etc...) will be purchased prior to beginning of the year. 	<ul style="list-style-type: none"> Invoices will be shared from TLA. Teacher feedback will be shared at the site council meetings on a monthly basis.
Fourth and fifth grade teachers will receive supports as needed during the second year of implementation. .	<ul style="list-style-type: none"> TLA will continue to provide training once monthly for teachers in grades four and five. 	<ul style="list-style-type: none"> Invoices from TLA will be provided to show PD was dedicated to this initiative.
Curriculum units will be finalized for all grade levels and published in Google Docs for all teachers.	<ul style="list-style-type: none"> Time will be allocated for teachers during professional development days to work on these units. TLA will also be supporting this work 	<ul style="list-style-type: none"> Units will be shared at site council meetings and available online for public use.
Student work will be published and shared	<ul style="list-style-type: none"> Publishing parties will be organized throughout the year and will include parent and community events. 	<ul style="list-style-type: none"> Pictures of these parties will be shared at site council meeting and in the principal's newsletter.

Goal #4: Transition to the new Massachusetts Science Frameworks.

Objectives:	Strategies:	Evidence:
<p>New Science labs will be constructed for each grade level 3-5.</p>	<ul style="list-style-type: none"> ● Ms. McCarthy (STEM Specialist) will organize the materials to be installed in each lab room prior to the end of the school year. ● Our new assistant principal, Mrs. Murphy will take an active role in organizing the labs with her science coach background. 	<ul style="list-style-type: none"> ● Materials will be prepared in the basement. ● The labs will be ready for use at the beginning of the 2016-17 SY. ● Pictures of the labs will be shared in the Principal's newsletter.
<p>The STEMSCOPES curriculum units will be integrated into the grade 3-5 science blocks.</p>	<ul style="list-style-type: none"> ● StemScopes licenses will be purchased. ● Administration will evaluate teachers during science blocks to ensure the StemScopes curriculum is being implemented. 	<ul style="list-style-type: none"> ● StemScopes curriculum will be shared during the Site Council meetings. ● Student work will be showcased during site council meetings.
<p>Teachers will receive high quality professional development training for implementing the STEMSCOPES curriculum.</p>	<ul style="list-style-type: none"> ● Time will be allocated during the three (3) professional development days prior to the year for StemScopes training. ● A StemScopes expert will delivery PD to teachers. ● Ms. Murphy will provide workshop PD on StemScopes to teachers. 	<ul style="list-style-type: none"> ● Professional development surveys will be given to staff following the PD at the beginning of the year. ● StemScopes curriculum will be available for site council review during meetings.
<p>Students will begin accessing hands-on science units and appropriate non-fiction text for each grade level.</p>	<ul style="list-style-type: none"> ● Bins with the new science kits will be delivered and inventoried to each science lab. 	<ul style="list-style-type: none"> ● Student work will be shared with parents, the site council, and via pictures / newsletters.

