



# CHARLES SUMNER

Math & Science Community Academy

**CHARLES SUMNER MATH &  
SCIENCE COMMUNITY ACADEMY:  
ONE TEAM, ONE GOAL**

Charles Sumner Math & Science Community Academy is an elementary school consisting of 199 students from preK-8th grade. The student population is 97% African American and 2% Hispanic with 94% of students on free and reduced lunch.

Our curriculum is designed to integrate STEM into a balanced literacy curriculum. We are focused on strengthening teacher literacy practice and increasing student test scores.

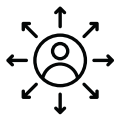
## VISION

Sumner Math and Science Community Academy will prepare students, including those with special needs, for success in the 21st century. Rich academic experiences will emphasize literacy, mathematics, science, and character development to enable students to become productive citizens. With excellent and exciting programs, Sumner will be a center of learning for students, staff, and the community.

## MISSION

Our mission is to create a rigorous, supportive, and challenging learning environment where teachers engage all students to improve academically. Staff and community member will collaborate to teach to the whole child and to develop involved, self-reflective learners. Solid literacy, mathematics, and science skills will prepare our graduates for future challenges including high school and college.

## GOALS



**Effective Distributive  
Leadership**



**Building Wide Literacy  
Strategy Coaching**



**Increasing Coherence  
Between Tier 2  
Intervention and Tier One**

# KEY ACTIONS

We are focusing on taking the right steps in order to achieve our goals for the school year. We have set specific key actions on how we will achieve these goals.



## Effective Distributive Leadership

1. Building a strong leadership team that balances teacher support with accountability while also adopting a wide shared agreement as to what effective instruction in literacy looks like
2. Conducting leadership learning walks which identify patterns of professional learning needs and develop a coordinated strategy for improvement
3. Implementing a Lit Block schedule



## Building Wide Literacy Strategy Coaching

1. Prioritizing individual teacher coaching, focusing on more balanced tasks and include more guided, shared, and independent reading activities
2. Ensuring an appropriate balance of phonics instruction and comprehension and fluency of work with actual texts
3. Supporting writing instruction and understanding the link between reading and writing by holding one-on-one coaching sessions
4. Implementing a guided reading block



## Increasing Coherence Between Tier 2 Intervention and Tier One

1. Ensuring high quality instruction happens as part of the classroom and that it aligns with intervention support and resources
2. Creating clear "look for" documents and agreements surrounding key components of the literacy block
3. Providing all classrooms with access to both the curriculum reader and also reader kits
4. Holding co-planning sessions where the aspects of leading guided reading groups, including differentiating based on level, are unpacked, and followed up with debriefing and walkthroughs

Overall, our goal this school year is to provide teachers with adequate support and training in order to help students grow and succeed. We want to ensure our teachers are putting literacy practice at the forefront of their lessons to help increase the number of students scoring above grade level by the close of 3rd grade. By implementing the Key Actions above, we believe our teachers and students will be put in the best position for overall success.

# SUCSESSES & NEXT STEPS

1. Improvements in number of students achieving growth targets and grade level proficiencies from previous year.
2. **Increased teacher retention**—100% of classroom teachers are returning staff. This demonstrates an improvement in culture and provides stability and a strong foundation of practices moving forward.
3. **Targeted teachers implemented classroom writing** for the first time and saw **student enthusiasm, quality, and stamina increase**. This serves as a foundation and pilot for next year's substantive focus school wide on writing.
4. Clear expectations and alignment of classroom instruction to ELA block components. With coaching, observation, monitoring and support, we saw **teachers increase their understanding and implementation of the key components of a solid ELA block**. Next year there will be strong focus from the beginning in helping teachers understand and implement all components in ways that align with the "Look Fors" and are based upon evidenced based practices.
5. Summer and August professional learning will provide opportunities for teachers to **deepen their understanding both of writing instruction and use of existing curriculum materials**.
6. We saw an increase use of actual texts with students during reading time and opportunities to link phonics instruction with actual reading of materials to support **comprehension and fluency**. Next year we will be ensuring a tighter alignment between intervention supports and classroom instruction and there will be CEC supported teacher coaching so that teachers from the beginning of the year will have resources and clarity around how to use the curriculum to address all components of the ELA block in ways that address both student learning needs and the standards.

Increased reading proficiency  
Implementation of full curriculum.  
Increased teacher retention.

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*Catalyst for Educational Change (CEC) is a nonprofit consulting agency solving complex problems in educational systems. CEC uses continuous improvement practices and deep collaboration to help educational systems build internal capacity, create better outcomes, communicate with leadership, and re-think our children's futures.*

