CUNNINGHAM SCHOOL

2007

**School Committee
Presentation
March 4, 2015**

Cunningham Site Council

❖ Jon Redden, Principal

❖ Janis Gordon, Teacher Representative

❖ Kathy Mulligan, Teacher Representative

❖ Nicole Young, Teacher Representative

❖ Erin Atwood, Teacher Representative

❖ Stephanie O'Keefe, Parent Representative

❖ Franc Graham, Parent Representative

❖ Dana Clancy, Parent Representative

Agenda

- The Cunningham Experience

- Cunningham's Site Council

- 2014 Accountability & MCAS Data

- Data Driven Goals

- School Improvement Plan (SIP)

- Embracing the Experience
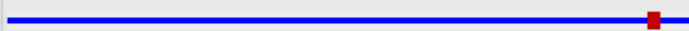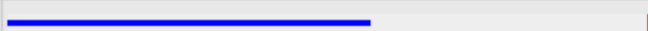
Cunningham Experience

The Work Driving Cunningham

❖ Focusing on Data

❖ Identifying and Supporting all classrooms

❖ Sustainable and Enriching Programs

❖ Building and Strengthening Successes

❖ Communicating and Sharing Ideas

Accountability Data

2014 Preliminary Accountability Data - Cunningham School

Organization Information			
District:	Milton (01890000)	**School type:**	Elementary School
School:	Cunningham School (01890007)	**Grades served:**	K,01,02,03,04,05
Region:	Greater Boston	**Title I status:**	Non-Title I School (NT)

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: ▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬ 81
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	▬▬▬▬▬▬■▬▬	78	Met Target
High needs	▬▬▬▬■	42	Did Not Meet Target
Low income			-
ELL and Former ELL			-
Students w/disabilities	▬▬▬▬▬■	55	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White	▬▬▬▬▬▬■▬▬	88	Met Target

Cunningham School MCAS

ELA 2014

Math 2014

8%

22%

23%

47%

5%

16%

38%

41%
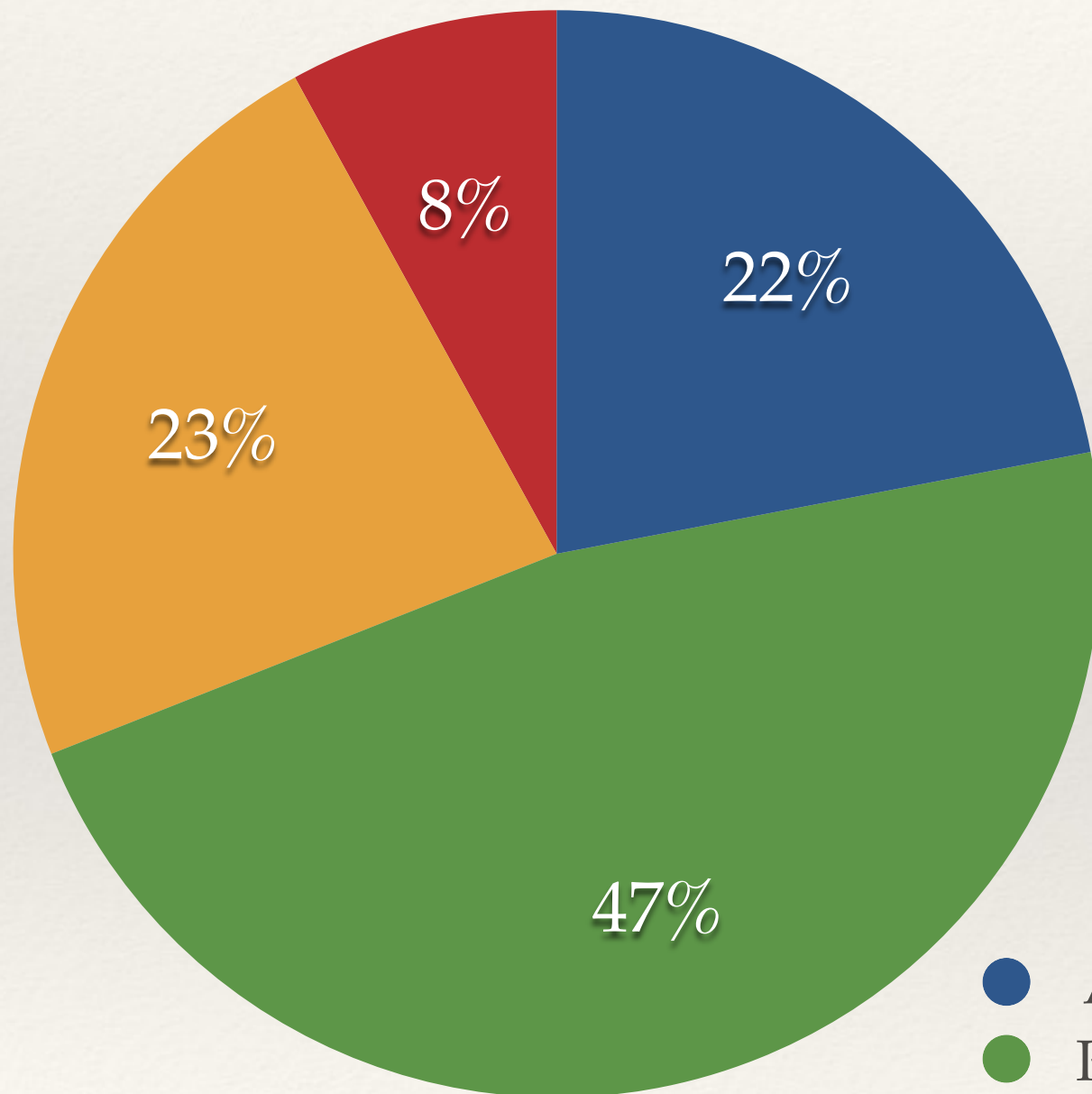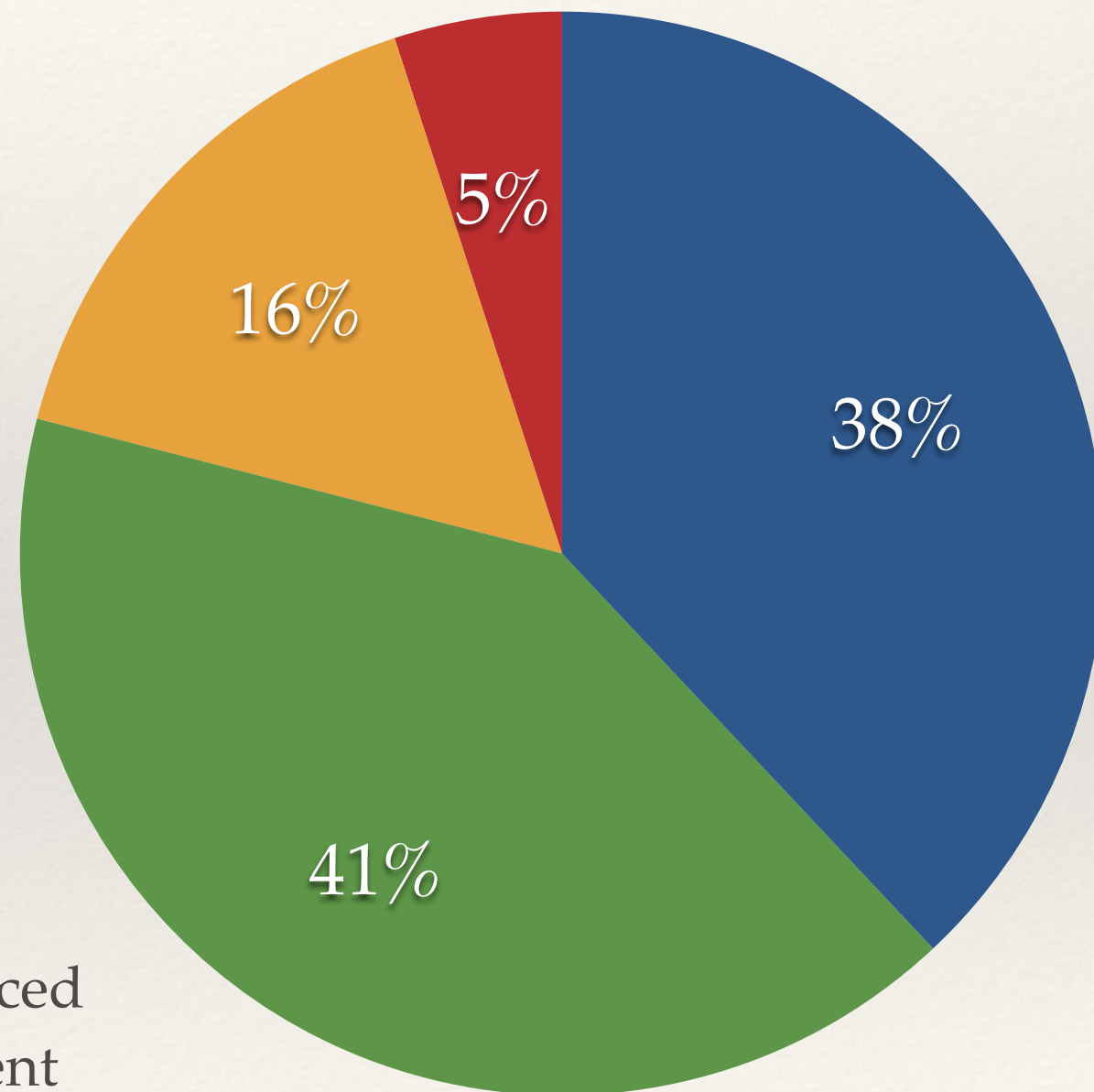
- Advanced
- Proficient
- Needs Improvement
- Warning

Cunningham School MCAS

Grade 3 ELA

Grade 3 ELA pie chart: 19% Advanced, 53% Proficient, 21% Needs Improvement, 7% Warning

Grade 3 Math

Grade 3 Math pie chart: 51% Advanced, 35% Proficient, 12% Needs Improvement, 2% Warning
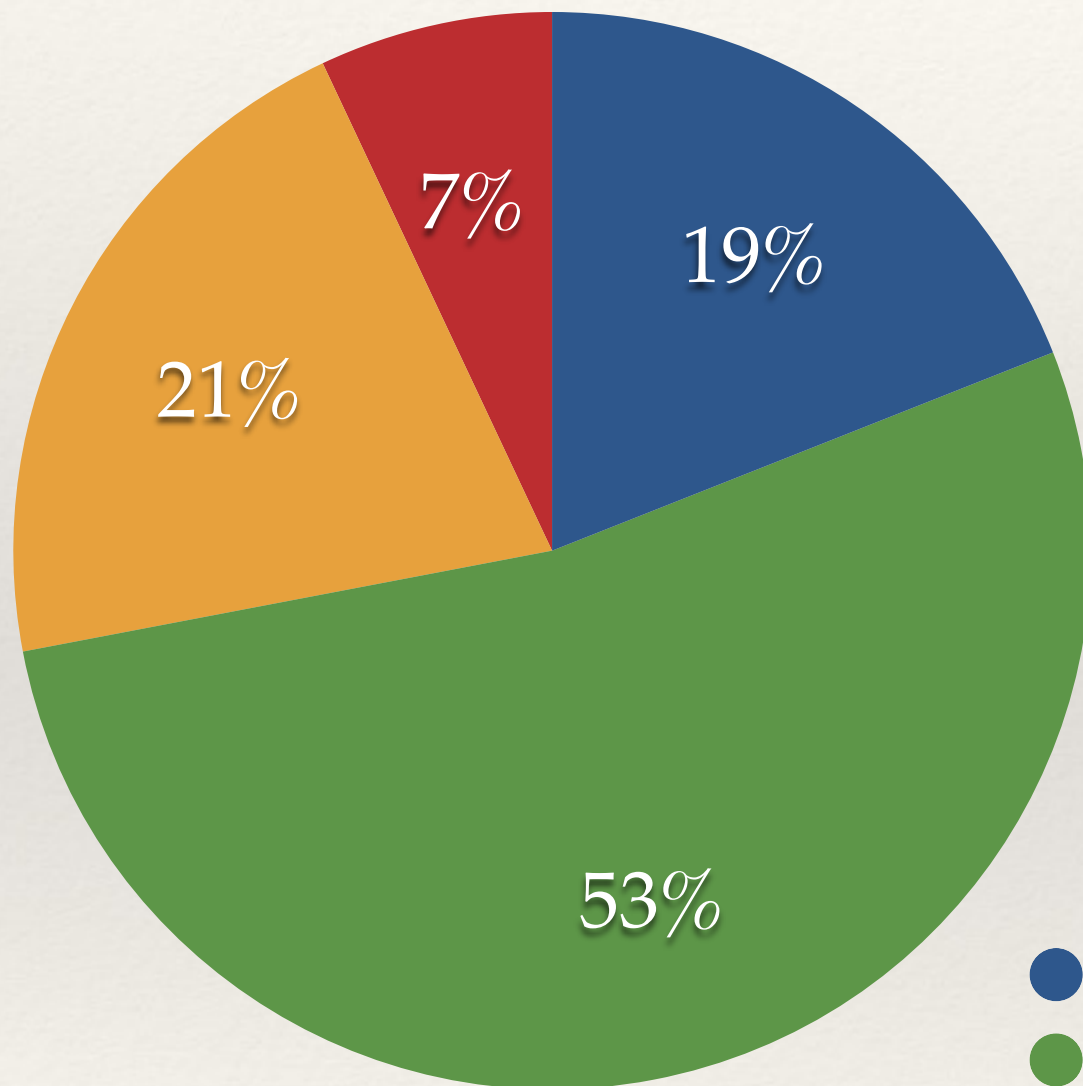
Legend:
- Advanced
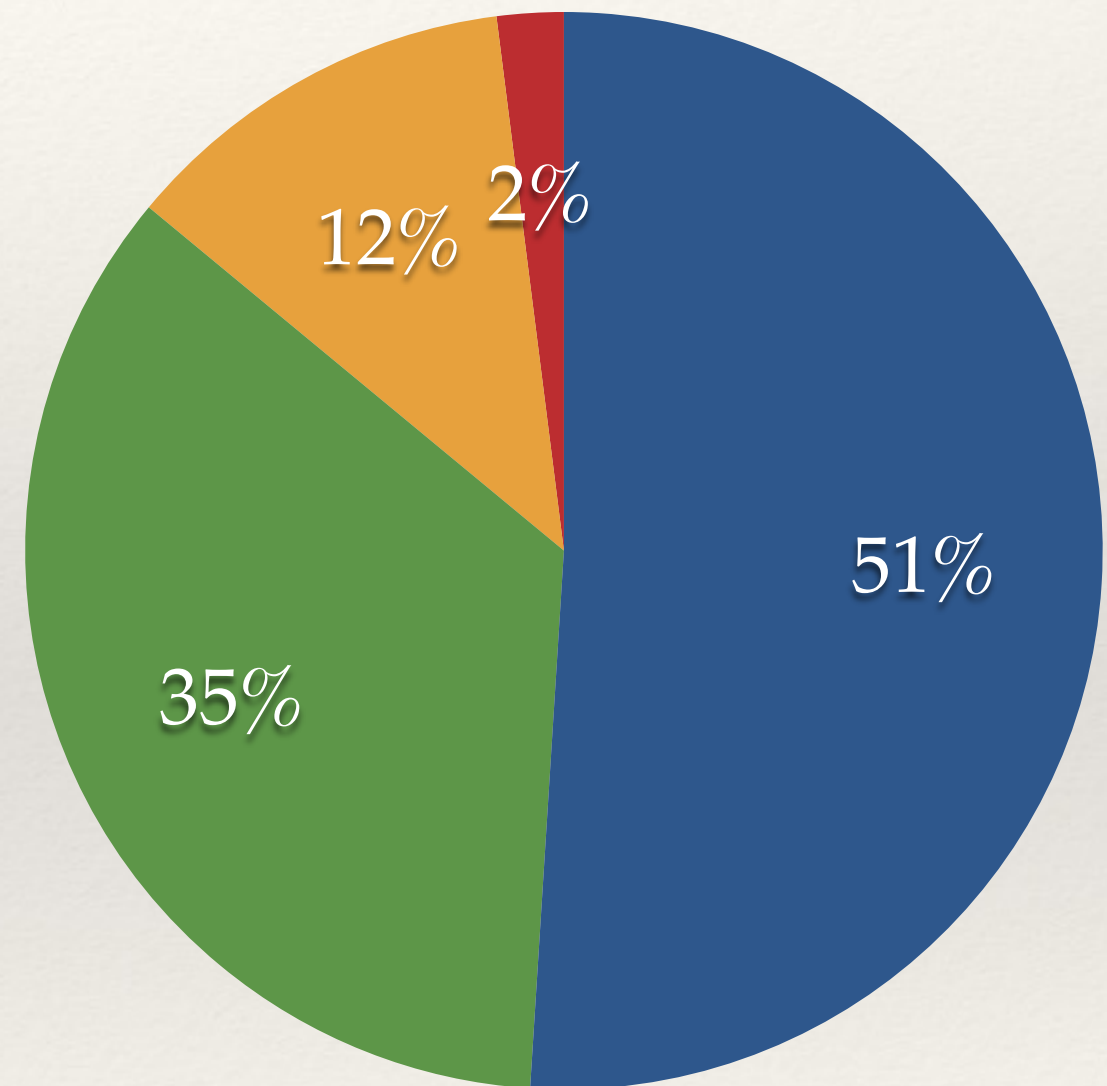- Proficient
- Needs Improvement
- Warning

Cunningham School MCAS

Grade 4 ELA
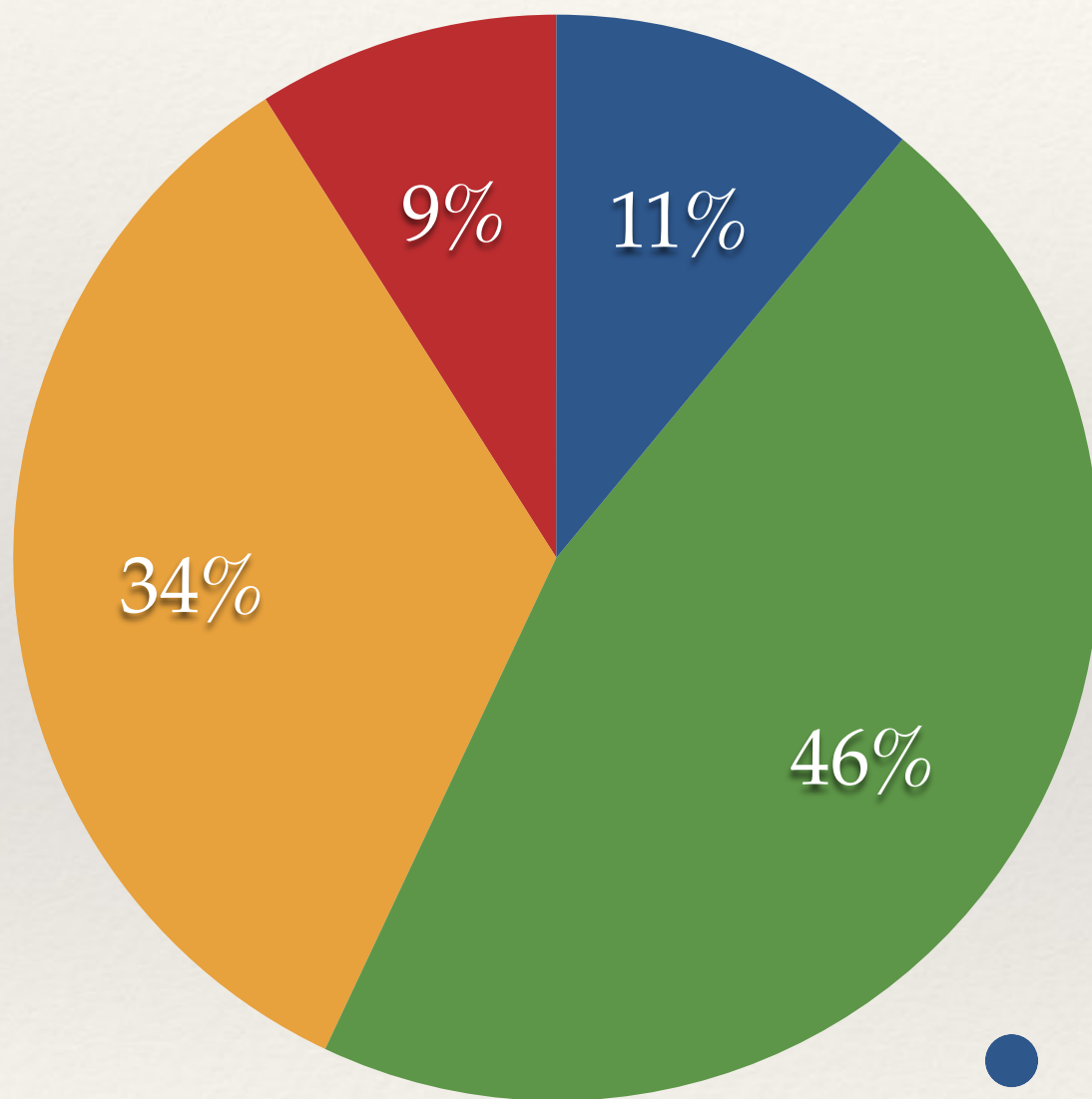
Grade 4 Math
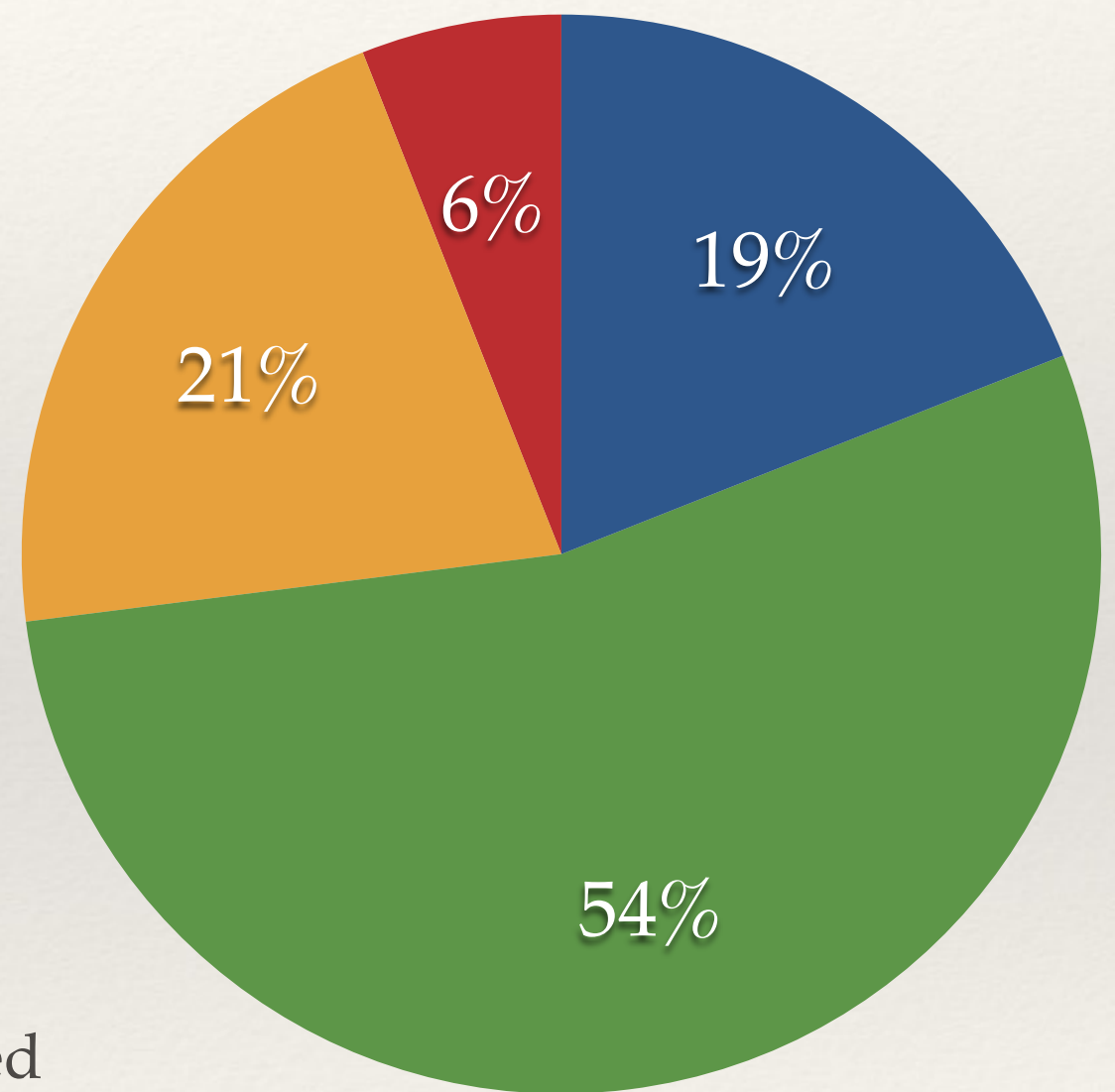
- ● Advanced
- ● Proficient
- ● Needs Improvement
- ● Warning

Cunningham School MCAS

Grade 5 ELA
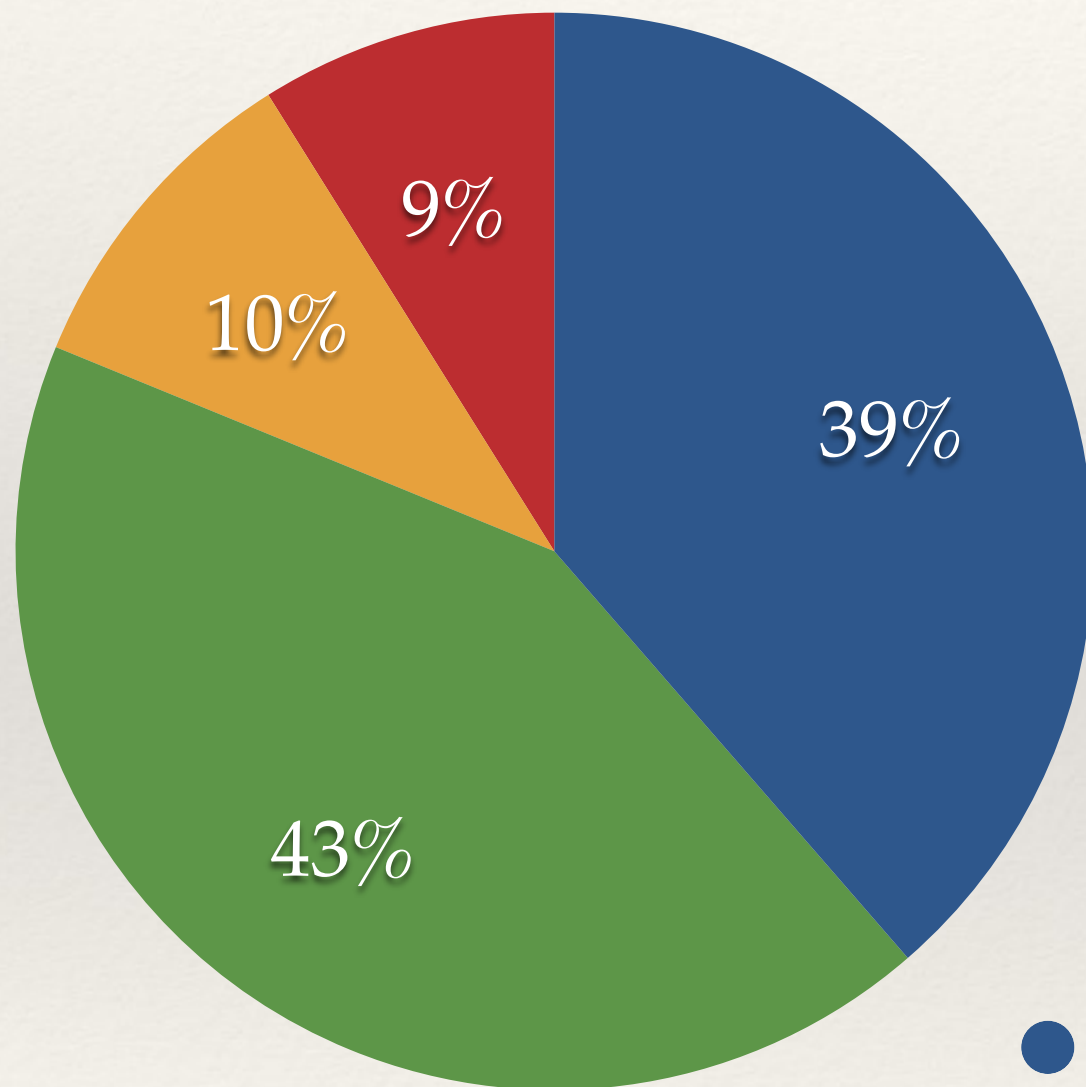
Grade 5 Math

39%

43%

10%

9%

47%

31%

13%

9%
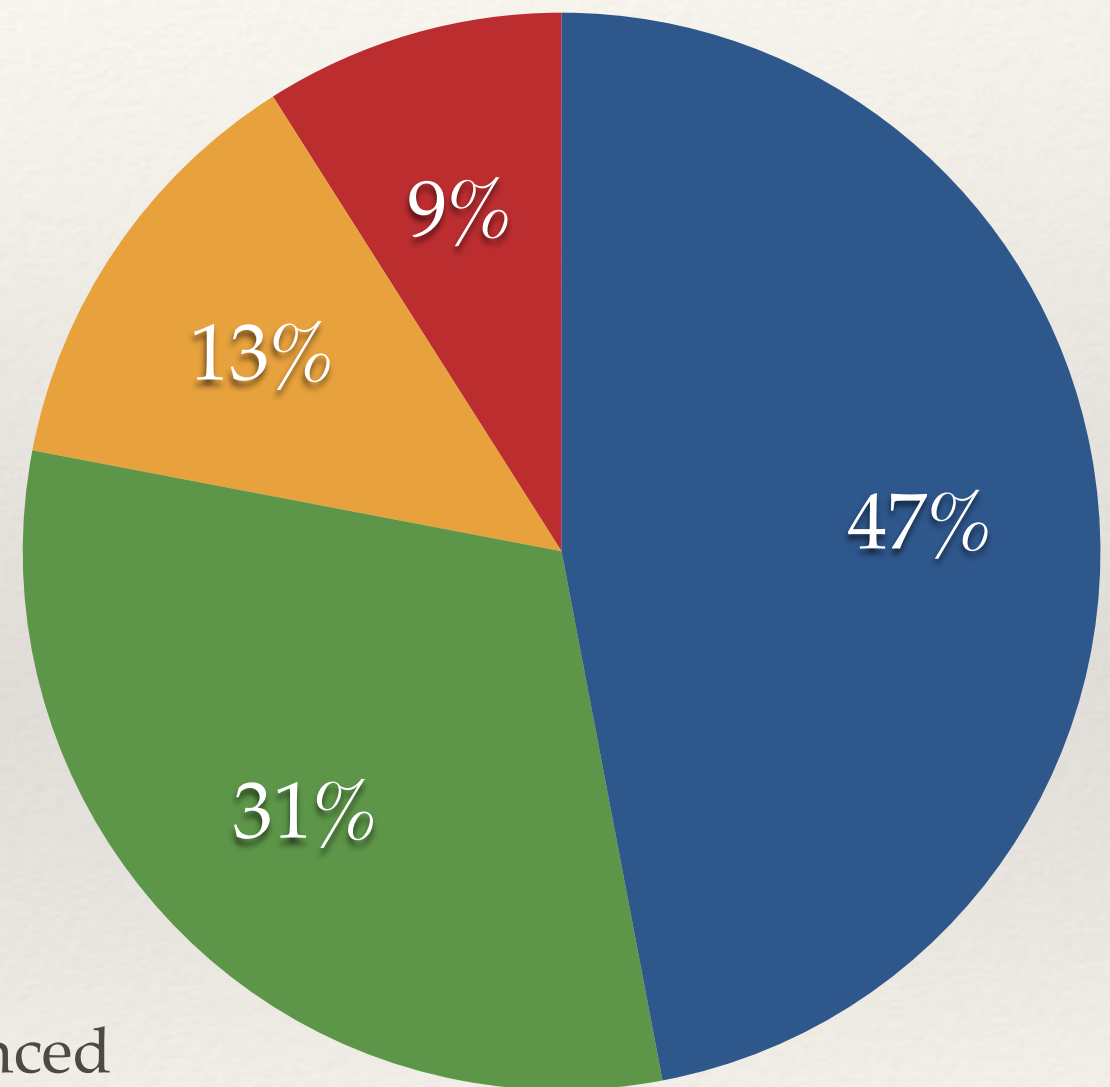
- Advanced
- Proficient
- Needs Improvement
- Warning

Cunningham School MCAS

Grade 5 Science

- 16%
- 44%
- 31%
- 9%
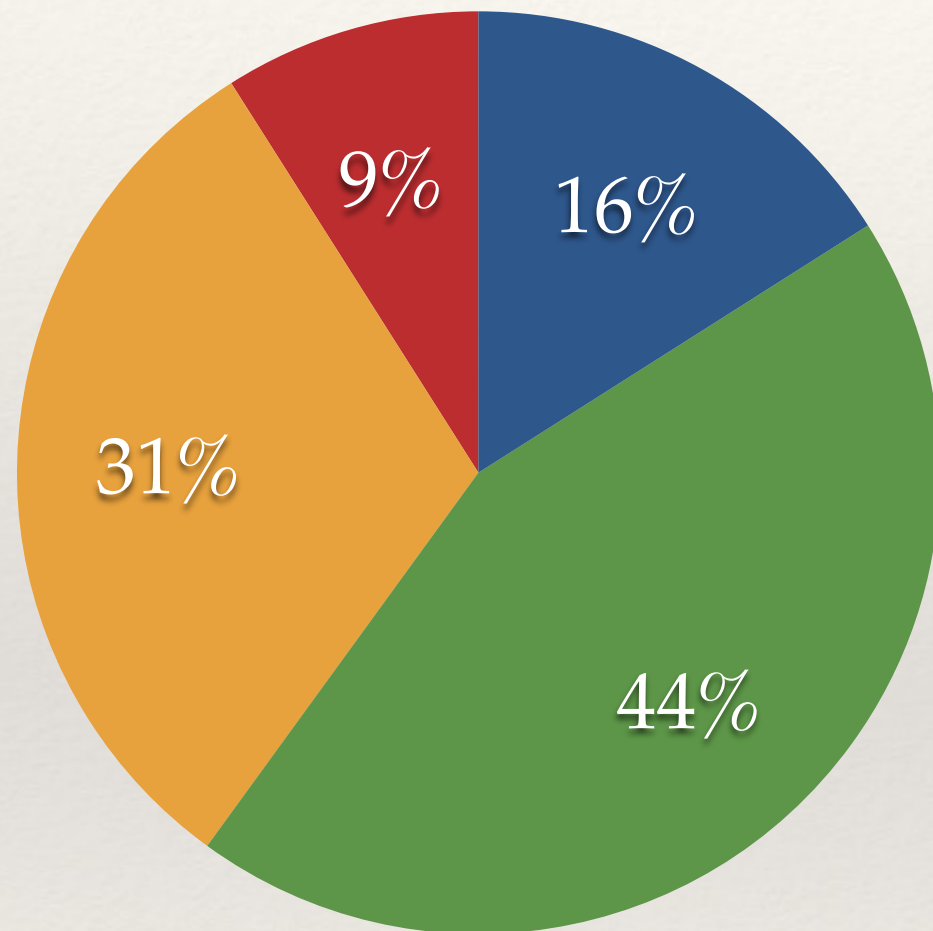
Advanced
Proficient
Needs Improvement
Warning

Data Observations

- Percent of students advanced and proficient in grades 3 and 5 ELA remained steady

- Percent of students advanced and proficient has declined in grade 4 ELA

- Grade 3 Math has shown a steady increase since 2012

- Grade 5 Math and Science have shown a slight decrease

Digging Deeper

- Median SGP for all students was 52%, 34.5% for students with disabilities and 55.5% for non disabled students

- Median SGP for students in the high needs subgroup was 36% and 58% for students in the non - high needs subgroup

- Students did not perform well on open response questions in grades 4 and 5. (2.43/3, 1.94/4, 2.39/4)

- 10 students in grade 4 did not complete an OR question

Internal Assessments

- Fountas and Pinnell (Running Records) Grade K-3

- French GB +

- Scholastic Reading Inventory (SRI) Grades 3 - 5

- Everyday Math Assessments Grades 1 - 5

- IReady Common Core

MCAS Scaled Score Grade 3 2014	Pre-test	Unit 2	Unit 3	Unit 1	Unit 4	Unit 5	Unit 6	Mid-Year	Unit 7
250	70	85	80	80	54	80		40	
264	85	98	85	75	78	80		80	
252	75	87	70	75	100	80		75	
234	45	90	80	90	78	95		55	
244	50	98	80	90	68	70		95	
280	100	100	100	90	90	100		100	
268	85	76	90	80	95	95		85	
268	90	78	90	80	83	95		90	
268	85	100	100	80	100	85		90	
	100	100	100	90	90	95		100	
280	75	90	100	100	90	85		95	
280	95	85	100	80	90	100			
268	95	100	100	80	90	95		100	
268	100	100	90	90	95	100		100	
246	75	66	90	50					

Data Driven Process

- Grade level teams and administrative teams meeting with a focus on data analysis

- Collaboration around instructional strategies that will solve/address problems in practice

- Assess student progress (Short, medium, and long term)

- Develop safety nets that are intentional to address specific content

Subgroup	New?	May 2014 (K)	9/1/2014 Benchmark (D)	December F&P (if needed)	January F and P
		C	A	D	
IEP		A	A	B	
AA	yes - November			B	
		C	B	E	
		B	B	C	
	yes		C	E	
		D	D		I
		D	D		H
		C	D		G
		D	D		F
		D	D		E
ELE			H		K
		F	H		J
		H	I		K
		I	I		K

Data: Next Steps

Being Proactive vs Reactive

- Building Data Inventory that tracks progress from Kindergarten

- Protocols for measuring student progress

- Identifying and determining problems of practice and evidence of effective practices rooted in data

- Action plans for students assessing the effectiveness of the impact of differentiated strategies

- Internal Accountability

Initiatives Funded By Advancement

- Extended Day Support Groups
- Increased Knowledge of Common Core State Standards
  - ❖ Purchase of Common Core aligned curriculum materials (Calkins Units of Study for Readers' and Writers' Workshop)
  - ❖ Professional Development focused on unpacking standards
  - ❖ Increased time on task in ALL classrooms
- Grade Level Facilitators
  - ❖ Supported analysis of math data to inform instruction utilizing specific data driven protocols
  - ❖ Opportunity to develop teacher leaders
- Targeted Literacy Support
  - ❖ Saturday professional development sessions to develop familiarity with new literacy materials
  - ❖ Reading Specialist
  - ❖ Early literacy consultant to work with grades 1-3
- Science Curriculum Materials
  - ❖ FOSS (Hands on Science Kits)
  - ❖ Creative Computing Program (English Innovation Pathway)
  - ❖ Professional Development

Data Driven Goal Setting: Focus Areas

- Full implementation of the new science curriculum with the addition of new common unit assessments (advancement initiative - Advancing Science and STEM)

- Increase and/or modify targeted support for students, especially students in the High Needs subgroup (Advancement Initiatives - Closing the Proficiency Gaps)

- Enhance structure for ongoing assessment (Advancement Initiatives - Closing the Proficiency Gaps)

- Increase achievement in all areas with special attention to students in the low income subgroup (Advancement Initiative - Closing the Proficiency Gaps)

- Move students into Advanced categories in ELA, Math and STE (Advancement Initiatives - Advancing Science and STEM; Closing the Proficiency Gaps)
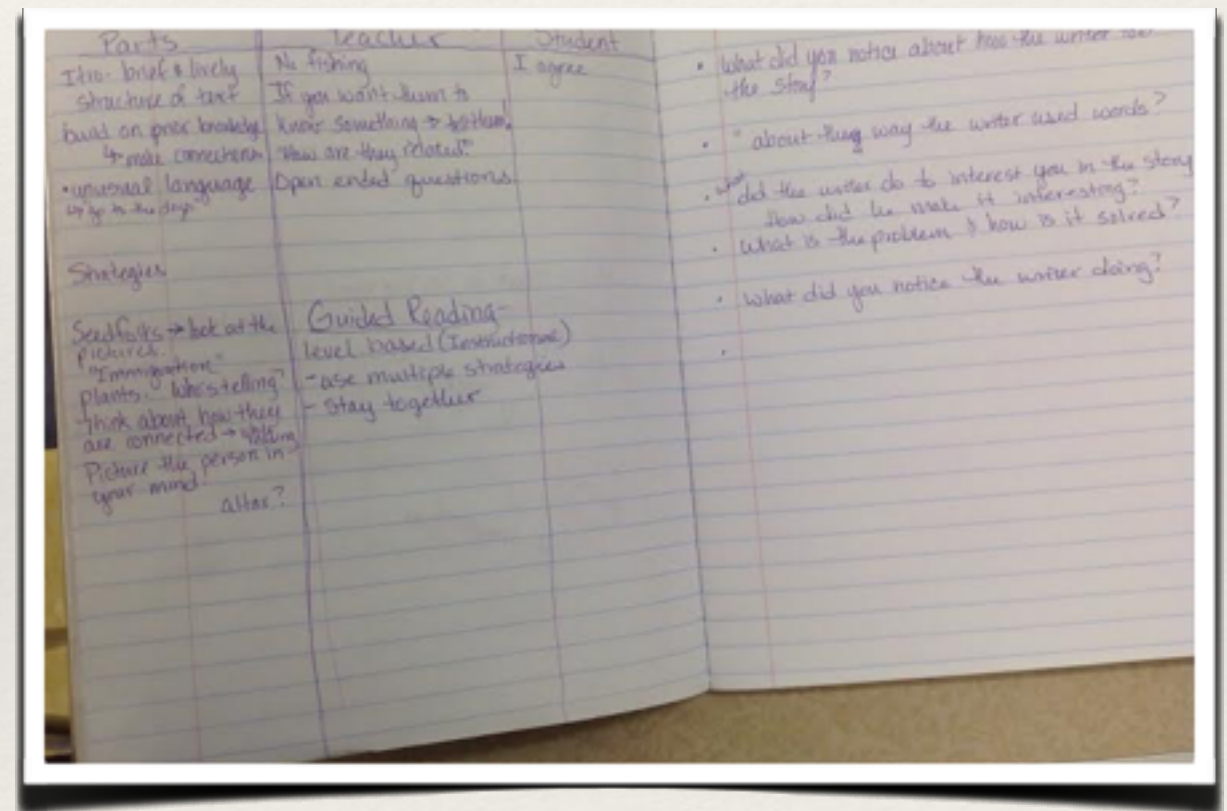
Cunningham School SIP Goal #1:Literacy

Goal: Cunningham Staff will work to increase proficiency in ELA with an increase focus on writing for grade 4 students by implementing monthly assessments and meeting weekly as a team.

Strategy 1.1 - Fully implement an integrated ELA curriculum aligned to current standards

Strategy 1.2 - Provide continuous supports to grade 4 ELA teachers

Strategy 1.3 - Implement common writing assessments

Strategy 1.4 - Increase the presence of technology.

Cunningham School SIP Goal #2: Literacy

Goal: Provide appropriate targeted interventions and instructional practices, early and often, to increase reading proficiency in all grades. We will work toward every student reading proficiently by grade 3.

Strategy 2.1 - Fully implement Readers' Workshop

Strategy 2.2 - Provide intervention groups throughout the day

Strategy 2.3 - Provide appropriate literacy materials for range of learners

Strategy 2.4 - Increase technology as a resource for reading materials
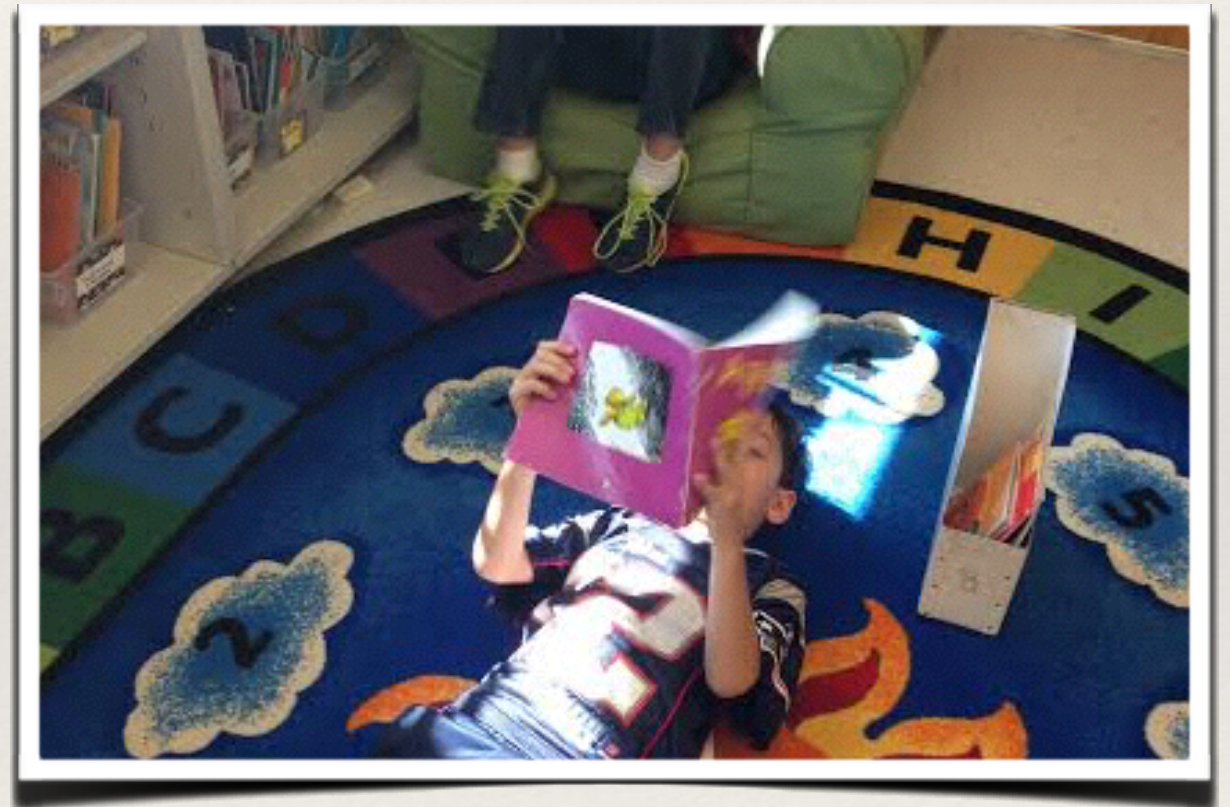
Cunningham SIP Goal #3:Support/Develop the Whole Child

Goal: Working with staff, parents and students, Cunningham will work to provide instruction, interventions and programming to support academic, social and emotional growth and understanding of differences.

Strategy 3.1 - Teachers will collaborate and share resources electronically so that support staff are better prepared to support students in the classroom

Strategy 3.2 - Staff will work to include all students and families in school communications and events

Strategy 3.3 - In order to continue to build strong school relationships, the Cunningham will extend the day for interested students.

Strategy 3.4 - Strengthen work with Diversity/Cultural committees, PTO and Site Council

Since developing this plan, we recognize that there is a district goal to have a social emotional learning curriculum for 2015/2016.

Cunningham School SIP Goal #4:Science

Goal: Cunningham will work to increase proficiency in science by implementing new science curriculum units.

Strategy 4.1 - Implement an integrated science curriculum aligned to current standards

Strategy 4.2 - Provide professional development in science curriculum implantation and effective practice

Strategy 4.3 - Develop common science assessments and writing prompts for notebooks

Strategy 4.4 - Increase the presence of technology in all grade levels in French and English

Strategy 4.5 - Implement the Creative Computing Program in grade 3.

Experience from Students

Anna Hamblet's Highlights

- First place in WordMasters
- Perfect score on Continental Math
- Perfect score on MCAS
- Playing flute in band
- ACE
- FPS
- 5th grade Leadership Team
- Participated in Science Fair

Barron Clancy's Highlights

- Perfect score on MCAS
- Perfect score on Continental Math
- FPS
- 5th grade Leadership Team
- Participant in school's orchestra
- Participated in Science Fair