

Cunningham Elementary School

2012-2013 Improvement Plan

**Milton Public Schools
School Committee
Presentation**

Agenda

1. This is Cunningham

2. Review of MCAS
Data

3. Cunningham
Elementary
Improvement Plan



Milton Core Values

1. High Academic Achievement for All Students
2. Excellence in the Classroom
3. Collaborative Relationships and Communication
4. Respect for Human Differences
5. Risk - Taking and Innovation for Education

Cunningham Elementary School



Cunningham Elementary School

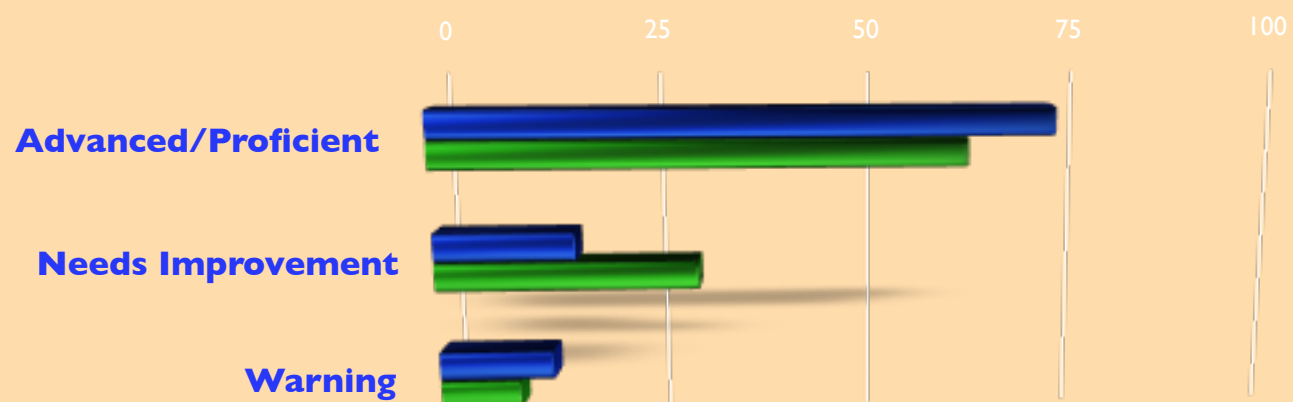


Cunningham School Site Council

- ▶ Stephanie O'Keefe, Parent Representative
- ▶ Jeanne Conley, Parent Representative
- ▶ Linda Thernize, Parent Representative
- ▶ Bernadette Moonan, Teacher/ School Representative
- ▶ Janis Gordon, Teacher/ School Representative
- ▶ Kathy Mulligan, Teacher/ School Representative
- ▶ Roberta Williams, Teacher/ School Representative
- ▶ Jon Redden, Principal/ School Representative

Grade 3 2012 MCAS Proficiency Level Data

English Language Arts



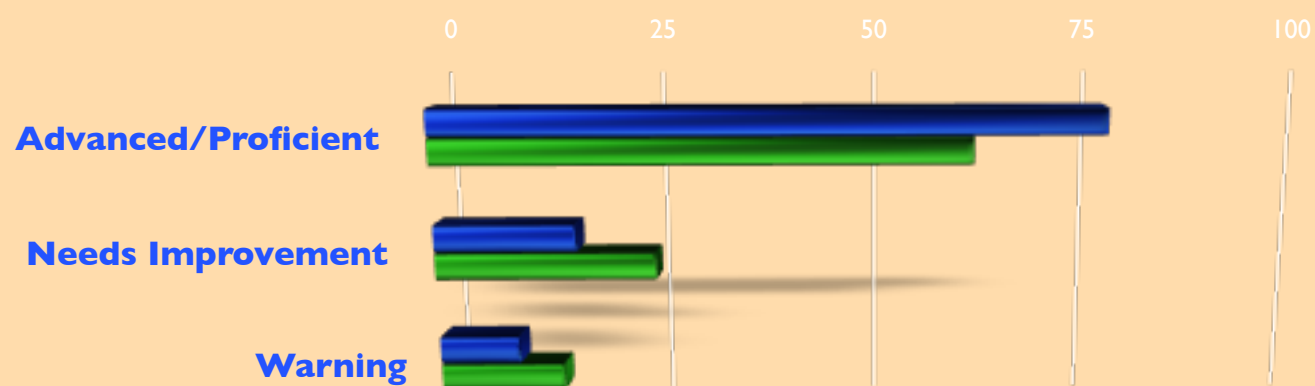
ELA Strengths

- ★ Style and Language and Understanding a Text
- ★ Outperformed state on MC questions

Math Strengths

- ★ Patterns, Relations, and Functions
- ★ Number sense and operations

Mathematics



ELA Challenges

- ◆ OR and SR questions
- ◆ Nonfiction

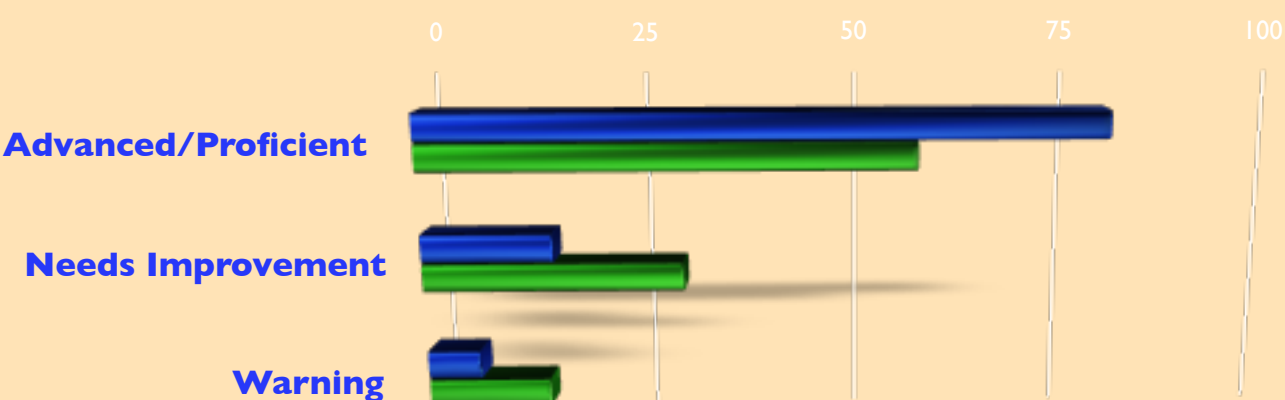
Math Challenges

- ◆ OR questions
- ◆ Techniques and Tools

■ Cunningham ■ State

Grade 4 2012 MCAS Proficiency Level Data

English Language Arts



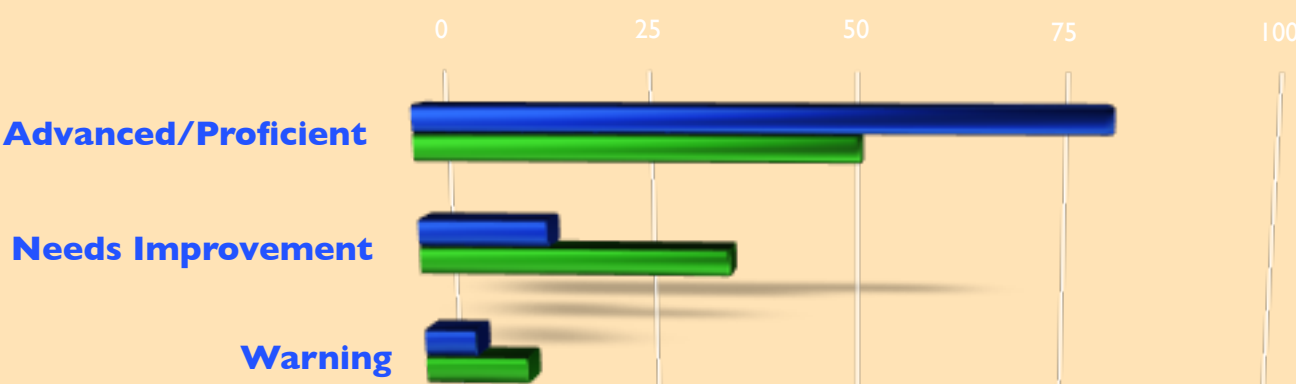
ELA Strengths

- ★ Style and Language Understanding a Text, Poetry
- ★ Vocabulary and Concept Development

Math Strengths

- ★ Patterns, Relations, Algebra, Functions, and Operations
- ★ Transformations and Symmetry and SA questions

Mathematics



ELA Challenges

- ◆ OR questions
- ◆ Composition (writing)

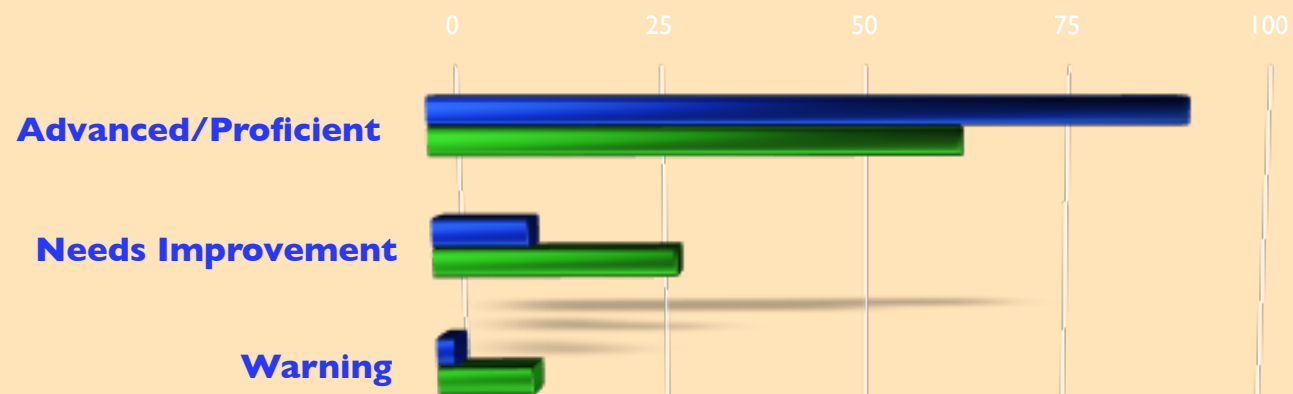
Math Challenges

- ◆ OR questions
- ◆ Computation and Models

■ Cunningham ■ State

Grade 5 2012 MCAS Proficiency Level Data (I)

English Language Arts



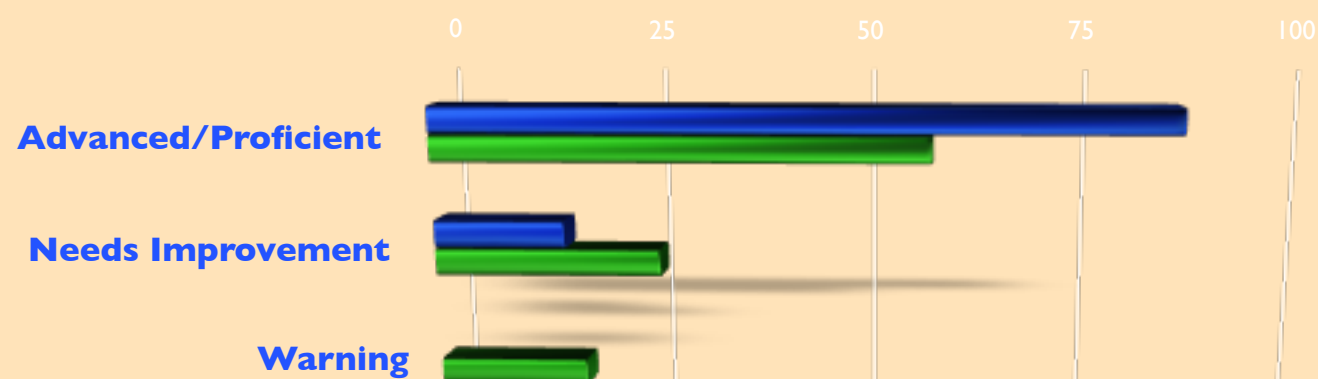
ELA Strengths

- ★ Vocabulary and Concept Development
- ★ Understanding Text

Math Strengths

- ★ Patterns, Relations, and Functions
- ★ Number Sense

Mathematics



ELA Challenges

- ◆ OR Question
- ◆ Understanding Fiction

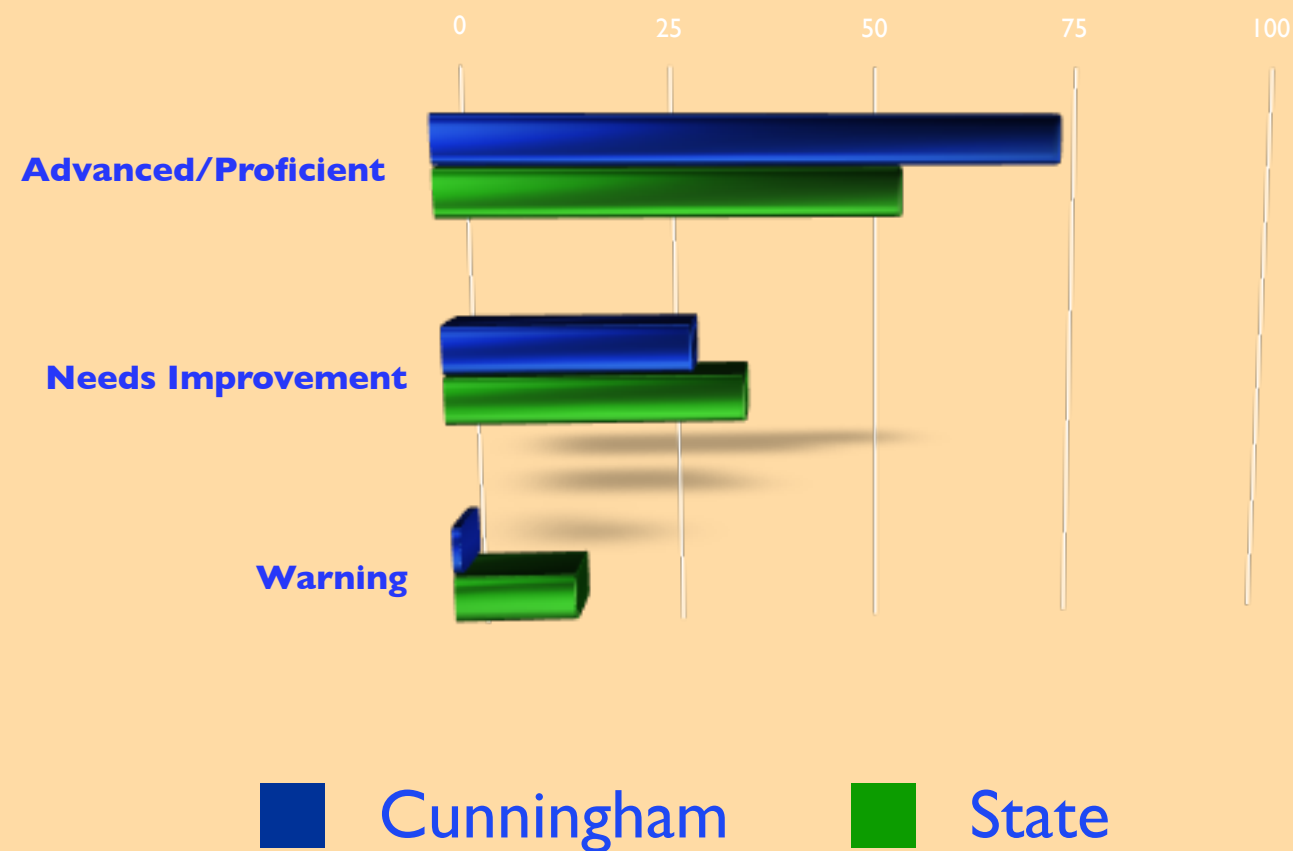
Math Challenges

- ◆ OR questions
- ◆ Measurement

■ Cunningham ■ State

Grade 5 2012 MCAS Proficiency Level Data (2)

Science & Technology



Strengths

◆ Energy and living things

◆ Light Energy

◆ Sound Energy

◆ Water Cycle

Challenges

◆ Open ended questions

◆ Earth's History

◆ Structures and Functions

Accountability

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 1	Meeting gap narrowing goals	
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)		
All students:	<div><div></div><div>86</div></div> <div>Lowest performingHighest performing</div>	

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 2012 Data
	Less progress	More progress	
All students		100	Met Target
High needs		88	Met Target
Low income			-
ELL and Former ELL			-
Students w/disabilities		100	Met Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		100	Met Target

2012 MCAS School Achievement and Growth ELA by Grade



2012 MCAS School Achievement and Growth Math by Grade



2012 ELA Summary

Strengths

1. Student cumulative multiple choice scores ranged from 83% - 86%
2. Grades 4 and 5 outperformed the state on MC, OR, and SR
3. Vocabulary and Concept Development were strengths at each grade level

Areas to Improve

1. Open ended questions (responding to text)
2. Genres (fiction, nonfiction and poetry)
3. Composition (4th grade writing)

2012 Math Summary

Strengths

1. Every grade outperformed the state in MC, OR, and SA
2. 82% - 88% of all multiple choice questions correct
3. No grade averaged lower than 79% in any strand

Areas to Improve

1. Strategies for answering open ended questions
2. Measurement (techniques and tools)
3. Algebraic models

Improvement Initiatives

“For every unit of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation.” Elmore

Curriculum

Instruction

Respect for Human Differences

**High Academic Achievement for All
Students**

Collaborative Relationships

I. Curriculum

*“If the curriculum can be flexibly designed,
it can meet more learners where they need to be met.” Rose et al.*

Expectations

1. Curriculum alignment to the Common Core
2. Use of technology
3. Flexible and Rigorous
4. Consistent
5. Innovative
6. Impact on learning gaps

Supports in Place

1. Review and revise Everyday Math materials. Pilot ELA curriculums in grade 1, 2 and 4.
2. Technology tools that promote engagement, creativity, and fosters collaboration.
3. Data driven practices that help teachers differentiate and support individual students.
4. Extended opportunities for staff to work with coordinators and plan units.
5. Opportunities for teachers to observe and reflect on their practice and the practices of others.
6. Looking at assessment data. Targeting students and creating individual action plans that utilizes support structures in place.

2. Instruction

“Teaching is all about responsiveness, adaptability, and multiple strategies and resources...” Meyer & Rose

Expectations

1. Daily classroom expectations
2. Collaborative lesson planning
3. Posted standards/objectives
4. High Expectations for all
5. Efficient use of instructional time
6. Differentiated/flexible to meet the needs of all students
7. Engagement/motivating activities

Supports in Place

1. Collaboration in creating a “Clear Expectations” classroom document
2. Curriculum mapping
3. PD with Curriculum Coordinators
4. Data Analysis
5. Showcase student work and highlight accomplishments
6. Learning Walks/Feedback identifying “Best Practices”

Assessments

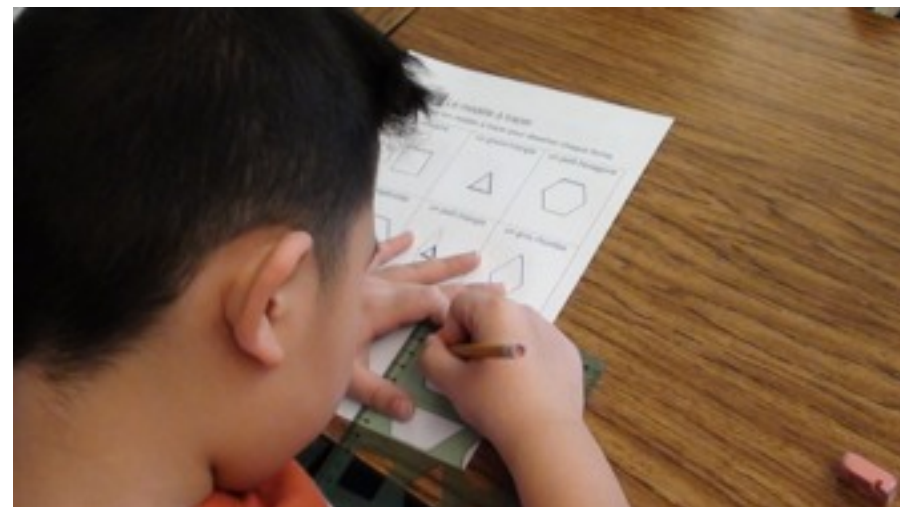
“Assessments are not the end of the teaching and learning process; they’re the starting point.” Santoyo

Expectations

1. Continue common assessments in K - 5 Mathematics
2. Looking at Student Work (Grade level teams, staff meetings, ILT)
3. Data Analysis
4. Collaboration of teachers talking about the individual needs of students
5. Teacher Evaluations

Supports in Place

1. Time for teachers to work with Curriculum Coordinators
2. Student Support Team
3. Reading Support Teachers
4. Common Language



3. Human Differences

“when the context in which students learn is a caring and supportive one as well as respectful of their identities, students by and large learn” Nieto

Expectations

1. Anti - bullying curriculum implemented
2. Online Reporting System
3. Increased opportunities for family engagement
4. Collaborative Projects
5. Celebrate Achievements

Supports in Place

1. Cultural Assemblies
2. Weekly Themes
3. Expanding on *Celebrating Our Differences*
4. Bulletin/Newsletters that highlight student work/ accomplishments
5. Second Step Curriculum

4. Academic Achievement

1. Inclusion
2. Target Instruction for students not making progress, scoring in NI or W.
3. STEM
4. Flexible Grouping
5. Increased access to technology
6. Reduce achievement gap
7. Enrichment opportunities for all students
8. Recognition of students making progress



5. Collaborative Relationships

“There is no cookbook. You can’t mandate this. You have to figure it out kid by kid.

Sometimes the teachers who work with the kid can do that themselves.

Sometimes you have to get some specialized help from the outside. But, you’ve got to figure it out.” Henderson

1. Opportunities for parents to engage in the school community
2. Opportunities for teachers to discuss assessments, student work and the curriculum
3. PTO/Communications
4. Celebrating our Differences (4th Grade)
5. Teacher developed/implemented PD
6. Increased collaboration between Cunningham/Collicot
7. Network with institutions; Curry College, UMass, Harvard and Milton Academy

Name	Start	End	Periods	Created	Actions
2012-2013 Esra Buyukozer G1F (ebuyukozer@miltonps.org)	Wed, Aug 29th, 2012	Tue, Jul 16th, 2013	7	Sat, Sep 22nd, 2012	View
2012-2013 Plan book Burke, ME	Mon, Sep 24th, 2012	Mon, Jun 17th, 2013	11	Sun, Sep 23rd, 2012	Edit Delete More »
emma segall 2012-13	Sun, Sep 16th, 2012	Tue, Jul 16th, 2013	10	Sat, Sep 22nd, 2012	Edit Delete More »
First Grade Plans	Mon, Sep 3rd, 2012	Mon, Jun 17th, 2013	14	Tue, Sep 4th, 2012	Edit Delete More »

Resources and Programs

✧ Imagine It Pilot

✧ Readers Workshop Pilot

✧ Study Island

✧ Writing Across the Curriculum

✧ Boom Writer

✧ Math League

✧ Saturday Scholars (Cu/Co)

✧ Math is a Slam Dunk

✧ MCAS Preparation grade 3 - 5

✧ Instructional Leadership Team

✧ Interactive Reading PD

✧ Legacy Libraries

✧ Meet the Artist

✧ Online Plan books

We Are Cunningham



We Are Cunningham

