

MILTON PUBLIC SCHOOLS

DISTRICT-WIDE GOALS
CUNNINGHAM ELEMENTARY SCHOOL
IMPROVEMENT PLAN
2014-2017

Table of Contents

CORE Values..... p. 3

Mission Statement..... p. 3

Vision Statement..... p. 3

District-wide Goals p. 4

Advancement Initiatives..... p. 4

School Improvement Plan p. 5

Collicot Elementary

CORE VALUES

- High Academic Achievement for All Students
- Excellence in the Classroom
- Collaborative Relationships and Communication
- Respect for Human Differences
- Risk-Taking and Innovation for Education

MISSION STATEMENT

The mission of the Milton Public Schools is to educate and empower all students to be productive, caring, and contributing members of society.

VISION STATEMENT

The Milton Public School System is a dynamic educational community that challenges all students to thrive and achieve. Our schools provide a well-funded teaching and learning environment in state-of-the-art facilities. In partnership with the community, we equip students with the skills and knowledge necessary to adapt and contribute to a changing world.

MILTON PUBLIC SCHOOLS DISTRICT-WIDE GOALS

- I. High Academic Achievement for All Students
- II. Excellence in the Classroom
- III. Collaborative Relationships and Communication
- IV. Respect for Human Differences
- V. Risk-Taking and Innovation for Education

MILTON PUBLIC SCHOOLS ADVANCEMENT INITIATIVES

- I. Emphasizing Early Literacy Achievement (PreK-3)
- II. Closing the Proficiency Gaps (PreK-12)
- III. Advancing Science and (STEM) Science, Technology, Engineering & Math Initiatives (PreK-12)

CUNNINGHAM ELEMENTARY SCHOOL- SCHOOL IMPROVEMENT PLAN: 2014-201

Goal #1:

Cunningham Staff will work to increase proficiency on ELA for all grade 4 students by implementing assessments, units of study and meeting weekly as a team.

Result: The median SGP of students on the Grade 4 ELA PARCC will increase by 20% by May 2017 and the proficiency gap for students in the high needs subgroup will decrease. Increased writing data will be kept to continuously inform teachers of next steps and effective practices.

District Goals Alignment: *(Check the MPS District Goal(s) with which this goal is aligned.)*

District Wide Goal	High Academic Achievement for All Students	Excellence in the Classroom	Collaborative Relationships and Communication	Respect for Human Differences	Risk Taking and Innovation for Education
	x	x	X		x

Advancement Initiatives Alignment: *(Check the MPS Advancement Initiative(s) with which this goal is aligned, if any.)*

Advancement Initiative	Emphasizing Early Literacy Achievement	Closing the Proficiency Gaps	Advancing Science and STEM Initiatives
		X	

Summary: *Briefly describe the relevant data/evidence that supports this goal as well as the school's comprehensive approach to addressing this goal.*

The Cunningham School saw a decline in overall performance on the 2014 4th grade ELA MCAS. Students in grade 4 saw a decline in SGP and decline in Advanced and Proficient compared to 2013, ELA MCAS data.

	Strategies <i>What strategies will the school implement to address this goal?</i>	Person(s) Responsible <i>What person(s) will be responsible for implementing the strategy?</i>	Timeline <i>Be specific about when the strategy/ phases of the strategy will be implemented.</i>	Resources (financial, personnel, etc.) <i>What funding sources, personnel, etc. will be dedicated to support this strategy?</i>	Performance Indicator/Measure <i>Identify at least one indicator/measure for each strategy.</i>
Strategy 1.1	Fully implement an integrated ELA curriculum aligned to current standards.	ELA Coordinator and Principal	Ongoing Phase in implementation of Calkins Curriculum Units	Advancement Budget Educational Assistants providing coverage School budget to purchase assessments	Full implementation of ELA curriculum units.

<p>Strategy 1.2</p>	<p>Provide continuous supports to grade 4 ELA teachers.</p>	<p>ELA Coordinator Principal Grade level teachers</p>	<p>Beginning in September – PARCC testing. Teachers meet weekly to review assessments, plan units and receive supports</p>	<p>Classroom aides Identified teacher leaders</p>	<p>Teachers self-report increased understanding/skill in unit implementation Formal and informal observations of implementation of new curriculum units Observations of teachers implementing claims, evidence, reasoning model in their classrooms Measurable impact on student performance</p>
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<p>Strategy 1.3</p>	<p>Implement common writing assessments</p>	<p>ELA Coordinator Grade level teachers</p>	<p>Ongoing, September – PARCC Assessments increase in rigor and are given to students once a month Rubrics are used by teachers to grade and reflect on the work and next steps</p>		<p>Internal assessment data review and analysis Written Prompts Chart performance of students in the area of writing</p>
<p>Strategy 1.4</p>	<p>Increase the presence of technology. Students now close to 1 to 1 in grade 4.</p>	<p>Principal ELA Coordinator Technology Coordinator</p>	<p>Currently technology resources are increasing rapidly. This is ongoing and needs will continue to be assessed.</p>	<p>PTO MFE Donors Grants.</p>	<p>Observations of classes utilizing devices (Chromebooks, kindles) to support learning objectives. Increased student access to technology</p>

Goal #2:

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

Result: Increased number of students reading proficiently will result in an increase of students in the ADVANCED and Proficient categories on state testing.

District Goals Alignment: *(Check the MPS District Goal(s) with which this goal is aligned.)*

District Wide Goal	High Academic Achievement for All Students	Excellence in the Classroom	Collaborative Relationships and Communication	Respect for Human Differences	Risk Taking and Innovation for Education
	X	X	X	X	X

Advancement Initiatives Alignment: *(Check the MPS Advancement Initiative(s) with which this goal is aligned, if any.)*

Advancement Initiative	Emphasizing Early Literacy Achievement	Closing the Proficiency Gaps	Advancing Science and STEM Initiatives
	X	X	

Summary: *Briefly describe the relevant data/evidence that supports this goal as well as the school's comprehensive approach to addressing this goal.*

Reading support specialist and Fountas and Pinell/GB+ assessments have enabled Cunningham to develop more robust strategies to support students to read on grade level. Improved 2014 reading scores, suggest that these supports have a measurable impact on state testing.

Result: 100% of students making growth in reading from September to June (including students reading at grade level). More students reading at or about grade level when taking the 3rd grade state assessments.

	Strategies <i>What strategies will the school implement to address this goal?</i>	Person(s) Responsible <i>What person(s) will be responsible for implementing the strategy?</i>	Timeline <i>Be specific about when the strategy/ phases of the strategy will be implemented.</i>	Resources (financial, personnel, etc.) <i>What funding sources, personnel, etc. will be dedicated to support this strategy?</i>	Performance Indicator/Measure <i>Identify at least one indicator/measure for each strategy.</i>
Strategy 2.1	Fully implement Readers' Workshop	Curriculum Coordinator Reading Specialists Classroom teachers	Ongoing	Funding source: Advancement Initiative, MFE, PTO Personnel: Principal, Technology teacher, Curriculum Coordinator	Observation of Workshop Units of Study implementation in all classrooms K-5. Increase of reading levels as per internal assessments.

Strategy 2.2	Provide Intervention Groups throughout the day	Reading Specialists Curriculum Coordinator	Schedules set after each assessment period (beginning of year and mid-year)	Personnel: Reading Specialists and Curriculum Coordinator to review data with teachers, set schedules and support intervention	Results from class rubrics in place in class Growth on internal assessment measures (informal running records, Fountas and Pinnell, Scholastic Reading Inventory)
Strategy 2.3	Provide appropriate literacy materials for range of learners	Principal Curriculum Coordinator	On-going needs assessment to ensure materials support our range of learners and units of study	Funding source: Advancement Initiative, PTO, School Budget Personnel: Principal, Curriculum Coordinator with support from Central Office	Schedule of extended day opportunities
Strategy 2.4	Increase technology as a resource for reading materials and behaviors	Principal Curriculum Coordinator Technology Coordinator	Currently technology resources are increasing rapidly. This is ongoing and needs will continue to be assessed.	Funding source: PTO, MFE Personnel: Principal, PTO, School librarian, Teachers	Library space upgrades/ improvements.

Strategy 2.5	Include Reading Groups (Intervention & Enrichment) during CASS and Saturday Scholars Program	Reading Specialists Curriculum Coordinator School Staff	Ongoing	Funding Source: Advancement Initiative, PTO, School Budget	Internal Assessments
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Goal #3:

Working with staff, parents and students, Cunningham will work to provide instruction, intervention, and programming to support academic, social and emotional growth, and understanding of differences for all students.

Result: The Cunningham students will experience opportunities to learn, share and work in an more inclusive setting. Programs and schedules will be implemented initially to maximize these experiences.

District Goals Alignment: (Check the MPS District Goal(s) with which this goal is aligned.)

District Wide Goal	High Academic Achievement for All Students	Excellence in the Classroom	Collaborative Relationships and Communication	Respect for Human Differences	Risk Taking and Innovation for Education
	X	X	X	X	X

Advancement Initiatives Alignment: *(Check the MPS Advancement Initiative(s) with which this goal is aligned, if any.)*

Advancement Initiative	Emphasizing Early Literacy Achievement	Closing the Proficiency Gaps	Advancing Science and STEM Initiatives
		X	

Summary: *Briefly describe the relevant data/evidence that supports this goal as well as the school's comprehensive approach to addressing this goal.*

The Cunningham School houses Kindergarten through grade 5 classes. We have grade level appropriate programs and offerings that enable students to learn in a myriad of ways from teachers, administrators, parents and community volunteers. The goal is to make these offerings stronger and sustainable at Cunningham continuously taking feedback on how to grow them.

Result: Students of all backgrounds will feel more connected and welcomed to the school. More opportunities for parents to actively participate in the school.

	Strategies <i>What strategies will the school implement to address this goal?</i>	Person(s) Responsible <i>What person(s) will be responsible for implementing the strategy?</i>	Timeline <i>Be specific about when the strategy/ phases of the strategy will be implemented.</i>	Resources (financial, personnel, etc.) <i>What funding sources, personnel, etc. will be dedicated to support this strategy?</i>	Performance Indicator/Measure <i>Identify at least one indicator/measure for each strategy.</i>
Strategy 3.1	Lesson Planning and online planbooks: Teachers will collaborate and share resources electronically so that support staff are better prepared to support students in the classroom.	Principal Cunningham m Staff	Ongoing throughout the school year	Funding source: School budget to purchase grade level/ individual licenses	Differentiated lessons Modifications made to assignments by special educators Students' participation and ability to complete tasks

<p>Strategy 3.2</p>	<p>Family Outreach: Cunningham Staff will work to include all students and families in school communications and events.</p>	<p>Principal Faculty & Staff Diversity Committee ELL Teacher OT/PT Family Outreach Liaison</p>	<p>Ongoing throughout the school year: Weekly Reminders Monthly Newsletters Edline Family Resource Night PARCC Information Night Science Fair Family Fun Night Movie Night April Read (Community Read)</p>	<p>Funding source: PTO Professional Development speakers whose expertise is in the area of cultural competencies and diversity</p>	<p>Evidence throughout the school- in classrooms, libraries and school halls.</p>
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<p>Strategy 3.3</p>	<p>In order to continue to build strong school relationships, the Cunningham will extend the day for interested students. This includes Math League, Enrichment Classes, BOKs Program, Saturday Scholars, and small group interventions.</p>	<p>Principal PTO Teachers Family Outreach Liaison</p>	<p>Principal newsletter PTO Reminders AlertNow email blasts PTO meetings</p>	<p>Funding source: PTO Personnel: PTO, Principal, Site Council members, Family Outreach Liaison</p>	<p>Posted Newsletters Posted monthly calendars Site Council Minutes posted AlertNow messages Email logs</p>
<p>Strategy 3.4</p>	<p>Strengthen work with Diversity/ Cultural committee, PTO and Site Council.</p>	<p>Principal All Staff Diversity committee</p>	<p>Scheduled meetings (Monthly or as needed) Google Communications (video conferences, emails, collaboration on documents)</p>	<p>Grants PTO fundraising School Budget</p>	<p>Reading about Differences (RAD) Celebrating Differences (Grade 4) Meet the Artist April's Reading (Author Visit)</p>

Goal #4

Cunningham will work to increase proficiency on science by implementing new science curriculum units.

Result: Percentage of students who score proficient and advanced on the Grade 5 Science and Technology/Engineering MCAS will increase by 20% by May 2017 and the proficiency gap for students in the high needs subgroup will decrease.

District Goals Alignment: (Check the MPS District Goal(s) with which this goal is aligned.)

District Wide Goal	High Academic Achievement for All Students	Excellence in the Classroom	Collaborative Relationships and Communication	Respect for Human Differences	Risk Taking and Innovation for Education
	X	X	X		X

Advancement Initiatives Alignment: (Check the MPS Advancement Initiative(s) with which this goal is aligned, if any.)

Advancement Initiative	Emphasizing Early Literacy Achievement	Closing the Proficiency Gaps	Advancing Science and STEM Initiatives
		X	X

Summary: *Briefly describe the relevant data/evidence that supports this goal as well as the school's comprehensive approach to addressing this goal.*



	Strategies What strategies will the school implement to address this goal?	Person(s) Responsible <i>What person(s) will be responsible for implementing the strategy?</i>	Timeline <i>Be specific about when the strategy/ phases of the strategy will be implemented.</i>	Resources (financial, personnel, etc.) <i>What funding sources, personnel, etc. will be dedicated to support this strategy?</i>	Performance Indicator/Measure <i>Identify at least one indicator/measure for each strategy.</i>
Strategy 4.1	Implement an integrated science curriculum aligned to current standards.	Science Coordinator Science Teachers	Phase in implementation of new Foss Science Curriculum Units	Funding source: Advancement Budget	Full implementation of science curriculum units for 2014 – 2015 in grades 3 – 5

<p>Strategy 4.2</p>	<p>Provide professional development in science curriculum implementation and effective practice</p>	<p>Science Coordinator Science from Scientists</p>	<p>Professional development of each grade level at beginning and middle of the academic year Provide PD in Fall, Winter and summer of 2015 Embed science into ELA (Non fiction units of study)</p>	<p>Advancement Budget 1.0 Professional development days for teachers Science Coordinator Identified teacher leaders</p>	<p>Teachers self – report increased understanding/skill in unit implementation Observations of implementation of new curriculum units with fidelity Observations of teachers implementing claims, evidence and reasoning in their classrooms</p>
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<p>Strategy 4.3</p>	<p>Develop common science assessments and writing prompts for notebooks</p>	<p>Principal PTO Teachers Family Outreach Liaison</p>	<p>Adapt and finalize unit assessments and agenda for teaching for the academic school year</p> <p>Use rubrics provided by FOSS and MA DESE to score student work</p> <p>Promote more writing in the content areas</p>	<p>Funding source: PTO Personnel: PTO, Principal, Site Council members, Family Outreach Liaison</p>	<p>Internal assessment data review and analysis</p> <p>Written Prompts</p>
<p>Strategy 4.4</p>	<p>Increase the presence of technology in all grade levels in French and English</p>	<p>Science Coordinators Teachers Technology Coordinator</p>	<p>Ongoing</p>	<p>Increased SEI trained staff Targeted Professional Development around language development and cultural proficiency Increased access to multicultural literature Increased events welcoming families for diverse backgrounds</p>	<p>Observations of classes utilizing devices (Chromebooks, iPads) to support learning objectives</p>

