



Cougar Paw Winners- Luke Rowley, Richard Lee, Nicole Conneely & Gabrielle Petty

Cunningham Elementary School Site Council Presentation

October 23, 2019



Cunningham School Site Council Members

- **Jonathan Redden**, Principal (*presenting*)
- **Bernadette Butler**, Asst. Principal/ELA & Math Coordinator (*presenting*)
- **Amy Zoll**, Grade 3 Teacher/School Representative (*presenting*)
- **Marissa Stancato**, Preschool Teacher/School Representative (*presenting*)
- **Caroline Morton**, Grade 2 French Teacher/School Representative (*presenting*)
- **Annemarie Quinn**, Kindergarten Teacher/School Representative (*presenting*)
- **Kathy LaPierre**, Team Chair/School Representative
- **Rebecca Davis**, Parent Representative
- **Richard & Hanna Ricciardi**, Parent Representative (*presenting*)
- **Annie Shue**, Parent Representative (*presenting*)
- **Scott Farrell**, Parent Representative (*presenting*)
- **Sarah Slater**, Parent Representative
- **Stephanie O'Keefe**, Community Representative





Cunningham Elementary School

Who Are We?

Cunningham School empowers young minds to be active and creative in their ability to take risks and problem solve in and out of the classroom. Students build a sense of understanding and compassion in order to maximize their individual academic and social potential every day.

We are...

- A preschool - Grade 5 student body of 637 students.
- A school community that is proud of our diversity, achievement, growth, and inclusive practices.
- Proud to house three district-wide programs:
 - Cunningham Collaborative Classrooms (CCC)
 - Co-taughts
 - Preschool



Cunningham Elementary School

Who are we?



thoughtful
Togetherness sharing
Weekly focused
common disciplinary consistent
families Lively continuous
learning Nice inclusive friends
Multi Work Important support
teamwork
community communication Supportive
fun generosity
planning Positive enthusiastic
Team Flexibility Unity
consistency



2019 Accountability Data

Organization Information	
DISTRICT NAME Milton (01890000)	TITLE I STATUS Non-Title I School
SCHOOL Cunningham School (01890007)	GRADES SERVED PK,K,01,02,03,04,05
REGION Coastal	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention	
Reason for classification Meeting or exceeding targets	
Progress toward improvement targets 82% - Meeting or exceeding targets	Accountability percentile 91

OVERALL RESULTS

SUBGROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

Detailed data for each indicator

English language arts achievement - MCAS average composite scaled score - Non-high school							About the Data
Group	2018 Achievement	2019 Achievement	Change	2019 Target	N	Points	Reason
All Students	508.8	510.0	1.2	509.8	247	3	Met Target
Lowest Performing	489.3	492.1	2.8	493.4	37	2	Improved Below Target
High needs	496.8	498.2	1.4	497.8	71	3	Met Target
Econ. Disadvantaged	-	-	-	-	19	-	-
EL and Former EL	-	-	-	-	20	-	-
Students w/ disabilities	491.0	491.4	0.4	492.0	48	2	Improved Below Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	21	-	-
Afr. Amer./Black	498.8	496.5	-2.3	500.0	22	0	Declined
Hispanic/Latino	-	-	-	-	10	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	0	-	-
White	508.9	511.0	2.1	509.9	184	4	Exceeded Target

2019 MCAS Data Highlights

- The percent of Grade 4 students Meeting/Exceeding Expectations in English Language Arts (ELA) has **increased** from **69%** (2017) to **77%** (2019) and from **58%** (2017) to **84%** (2019) in Mathematics.
- In Grade 3 English Language Learners were in the **95th percentile** in ELA and **84th percentile** in Mathematics.
- In Grade 4 the achievement percentile for the Students With Disabilities (SWD) subgroup was the **95th percentile** in Mathematics and the **83rd percentile** in ELA.
- The High Needs subgroup in Grade 4 was in the **92nd percentile** in Mathematics.



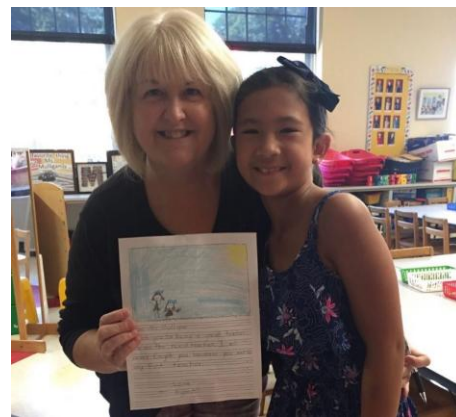
2019 MCAS Data Highlights (cont'd)

- **80% of 5th Grade students Met or Exceeded Expectations** in Mathematics.
- In our accountability data, our Lowest Performing subgroup **exceeded the target** in Mathematics achievement.
- Female students in Grade 5 performed in the **92nd percentile** in Science Technology & Engineering and Male students performed in the **86th percentile**.
- Students in Grade 5 had a mean **Student Growth Percentile (SGP) of 59 in Mathematics** and **48.3 in ELA**.
- The Cunningham School is in the **91st percentile** for points earned for moving toward targets.



2019 MCAS Data Driven Focus Areas

- The percent of students in **Grade 3** who are Meeting/Exceeding Expectations in **Mathematics** seems to be on a downward trend.
 - Targeting math instructional coaches
 - Planning Grade 3 Math Curriculum Review
 - Improved system for collecting and using data- OTUS
- The percent of students in **Grade 3** who are Meeting/Exceeding Expectations in **ELA** is steady as compared to last year.
 - Full reading screener implementation- Lexia
 - Improved system for collecting and using data- OTUS
- **Students With Disabilities** (SWD) Subgroup did not meet target in Mathematics
 - Inclusive practices
 - Co-teaching and Collaboration
 - Repurposing positions



2017-2020 School Improvement Goals



Cunningham staff will implement a comprehensive English Language Arts curriculum to teach literacy that is data driven, cross-curricular, and research-based.

What will success look like? By 2020, the percentage of students in grades 3-5 receiving a rating of Meeting or Exceeding on the ELA MCAS will increase by at least 20%, and the average composite scaled score for students with disabilities will increase by 5 points.



Cunningham staff will plan and deliver challenging, developmentally appropriate mathematics lessons that actively engage students, emphasize depth and breadth, and develop skills in mathematics such as critical thinking, problem solving, decision making, and communication.

What will success look like? By 2020, the percentage of students in grades 3-5 receiving a rating of Meeting or Exceeding on the Math MCAS will increase by at least 20%, and the average composite scaled score for students with disabilities will increase by 5 points.



The Cunningham School will create school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors.

What will success look like? By 2020, the number of behavior-related incident reports will decrease by 20%.



Cunningham staff will implement a comprehensive English Language Arts curriculum to teach literacy that is data driven, cross-curricular, and research-based.

***What will success look like?** By 2020, the percentage of students in grades 3-5 receiving a rating of Meeting or Exceeding on the ELA MCAS will increase by at least 20%, and the average composite scaled score for students with disabilities will increase by 5 points.*

Where have we been?

- Participated in a curriculum review with Dr. Nonie Lesaux, the Lectio Team, and the MPS Literacy Leadership Team
- Adopted *Reach for Reading* curriculum
- Participated in Professional Development to support *Reach for Reading* implementation

Where are we going during the 2019-20 school year?

- Implement Lexia Rapid - screening tool K-5
- Increase targeted small group instruction based on data
- Increase academic talk in literacy
- Facilitate family information nights about literacy strategies
- Increase collaboration amongst staff members about best practices



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What will success look like? By 2020, the percentage of students in grades 3-5 receiving a rating of Meeting or Exceeding on the Math MCAS will increase by at least 20%, and the average composite scaled score for students with disabilities will increase by 5 points.

Where have we been?

- Increased use of math manipulatives
- Introduced and utilized math coaches
- Incorporated more academic talk into math lessons

Where are we going during the 2019-20 school year?

- Deploy math coach in response to data
- Participate in a Math Curriculum Review - Planning Year
- Increase targeted small group instruction based on data
- Continue to incorporate academic talk into math lessons
- Facilitate family information sessions about math strategies
- Increase collaboration amongst staff members about best practices



The Cunningham School will create school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors.

What will success look like? By 2020, the number of behavior-related incident reports will decrease by 20%.

Where have we been?

- Implemented Positive Behavior Intervention and Supports (PBIS), PreK-5
- Participated in whole school PBIS training
- Formed a PBIS team of educators and administrators

Where are we going during 2019-20 school year?

- Establish 2 Positive Behavior Intervention and Supports (PBIS) Coaches
- Develop action plan for Cunningham
- Expand PBIS team to include other staff members educators
- Establish data system to measure impact of PBIS
- Facilitate family information sessions about PBIS
- Increase collaboration amongst staff members about best practices

Cunningham Experience

- Cunningham Collaborative Classes
- Positive Behavior Interventions and Supports (PBIS) with student led assemblies around Kindness and Anti-bullying
- Preschool Programs
- Strong Family and Community Engagement
- Collaboration

