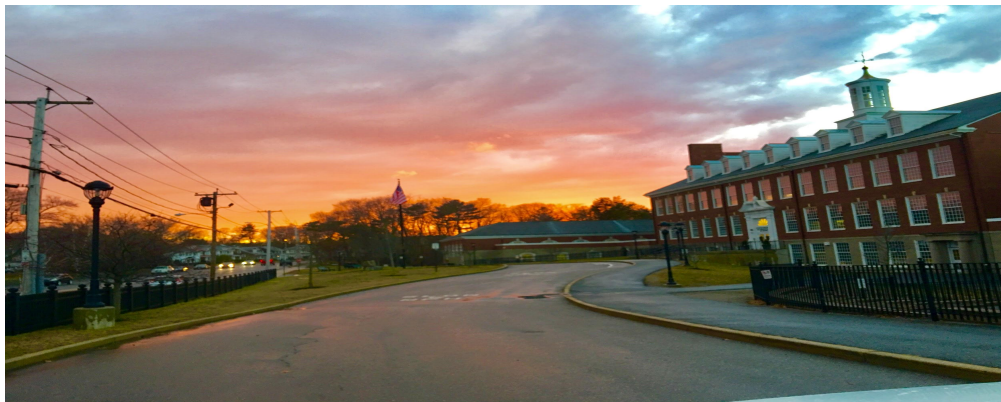




Cunningham Elementary School Site Council Presentation

November 3, 2021





Cunningham School Site Council Members

Jon Redden, Principal

Rebecca Davis, Parent

Bernadette Butler, Asst. Principal/ELA & Math Coordinator

Scott Farrell, Parent

Andrew Young, Grade 3 Teacher

Sarah Farrell, Parent

Jill Macomber, Grade 1 Teacher

Rachel Riccardella, Parent

Caroline Morton, Grade 2 Teacher

Dale Bertrand, Parent

Annemarie Quinn, Kindergarten Teacher

Caitlin Stratton, Parent

Kathy LaPierre, Team Chair

Sarah Slater, Parent

Marissa Stancato, Preschool Teacher

Stephanie O'Keefe, Community Representative

Maureen McClain, Grade 1 Teacher



Cunningham Elementary School

Who Are We?

Grade Levels	Pre-K (8)	K (4)	1 (4)	2 (4)	3 (4)	4 (4)	5 (4)	Total
Students	84	87	83	93	86	90	96	619
IEP	36	12	13	13	11	14	12	111
EL	5	4	4	6	3	2	2	32
Reading Support ELA	N/A	N/A	16	19	12	N/A	N/A	47
Reading Support FLA	N/A	N/A	8	7	N/A	N/A	N/A	15
Counseling	N/A	5	3	6	7	11	2	34
Student Support		5	10	7	9	3	3	37



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.

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

Data-driven Dialogue Protocol (adapted from School Reform Initiative)

“Protocols are structured processes and guidelines to promote meaningful, efficient communication, problem solving, and learning. Protocols give time for active listening and reflection, and ensure that all voices in the group are heard and honored. Using protocols appropriately in meetings with colleagues, students, parents, and others helps you build the skills and the culture necessary for productive collaborative work.” <https://nsrfharmony.org/whatareprotocols/>

1. Predictions	2. Observations	3. Inferences	4. Implications
Surfacing perspectives, beliefs, assumptions, predictions, possibilities, questions, and expectations	Analyzing the data for patterns, trends, surprises, and new questions that “jump” out.	Generating hypotheses, inferring, and drawing conclusions. Aim for multiple explanations of your observations.	Defining new actions and interactions and the data needed to guide their implementation. Building ownership for decisions.
<ul style="list-style-type: none">• I assume• I predict• I wonder• Possibilities of the data for teaching/ learning...	<ul style="list-style-type: none">• I observe• Patterns/trends I notice• I can count..• Only note the facts you observe in the data	<ul style="list-style-type: none">• I believe the data suggests... because...• I think the following are appropriate solutions/ responses that address the needs implied in the data...• Additional data that would help me verify/confirm my explanations is...	<ul style="list-style-type: none">• Did I consider equity by following the principles of data use?• What action(s) can I take based on this data?• Will it lead to improvement in the data? How will I know?• Does this data need to be shared with anyone else?



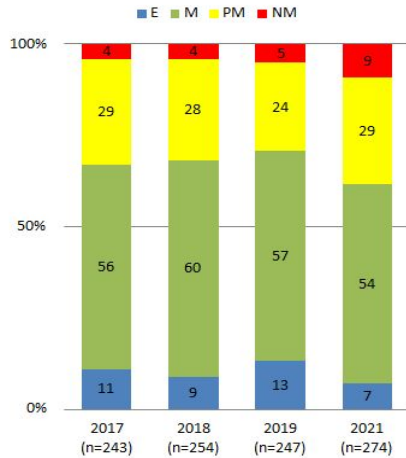
MCAS DATA TAKEAWAY

Cunningham MCAS Performance

Cunningham ELA MCAS: % of Students at Each Performance Level



Cunningham Math MCAS: % of Students at Each Performance Level



Cunningham Science MCAS: % of Students at Each Performance Level



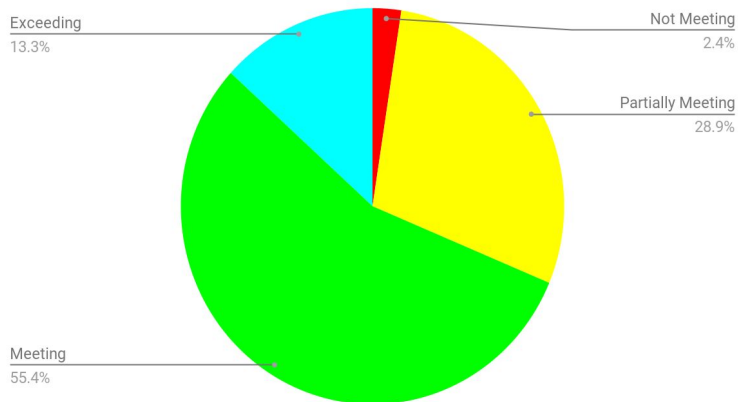
Notes:

- Cunningham ELA, Math, and STE scores have remained relatively steady since 2017.
- One student Not Meeting in Science for 2019 and 2021

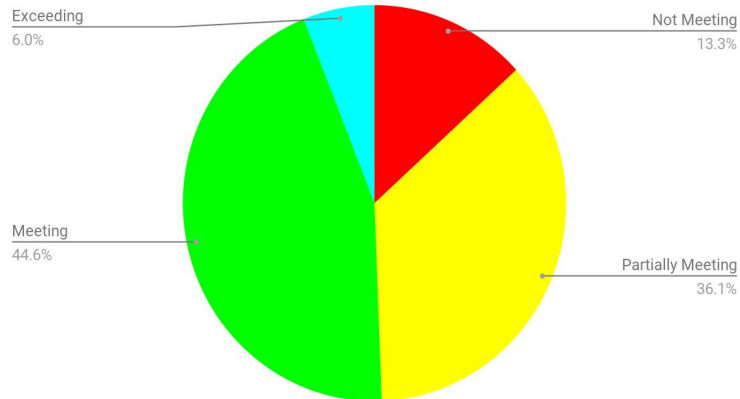


Data Takeaways - Grade 3

Math 2021



Math 2021



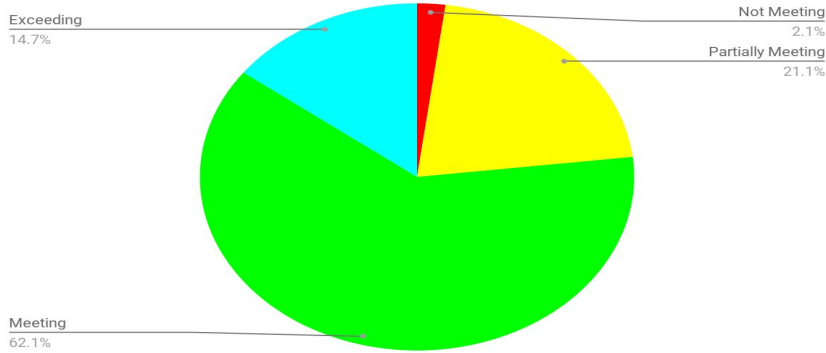
Notes:

- More students are Meeting/Exceeding Standards in ELA in Grade 3 as compared to Math.
- A large percentage of students are Partially Meeting expectations in Mathematics.

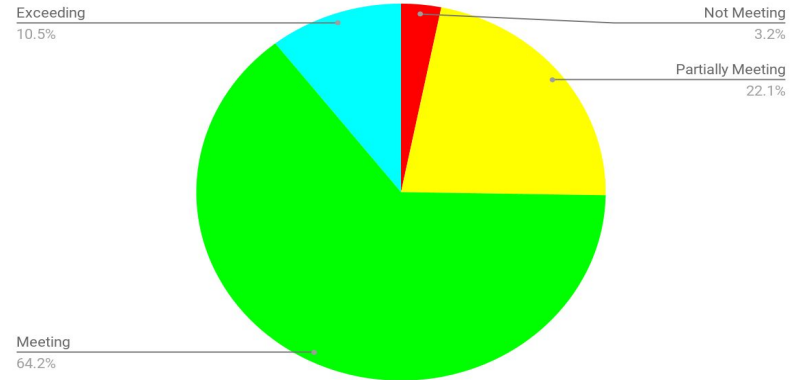


Data Takeaways - Grade 4

Grade 4 ELA 2019



Math 2021



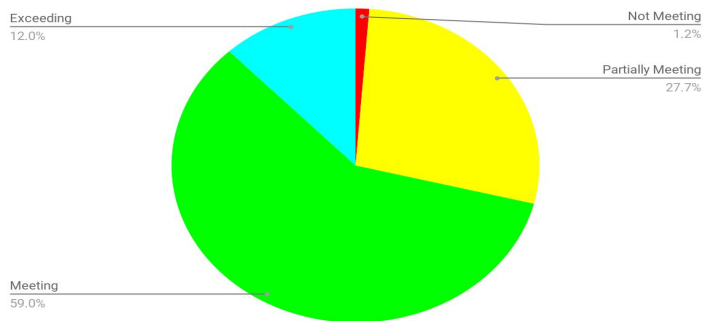
Notes:

- Most students are Meeting Expectations in ELA and Math in Grade 4.
- A very small percentage of students are not meeting expectations in ELA and Math in Grade 4 (2 students in ELA, 3 students in Math).

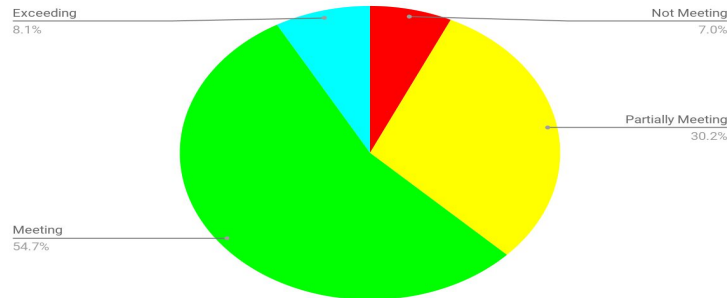


Data Takeaways - Grade 5

ELA 2021



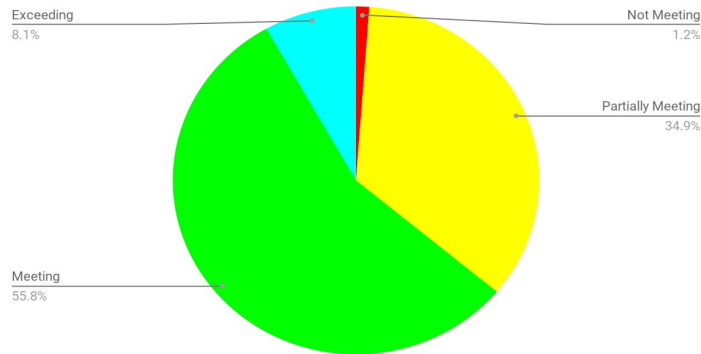
Math 2021



Notes:

- Most students are Meeting Expectations in ELA, Math and STE in Grade 5.
- About a third of students are Partially Meeting expectations in ELA, Math, and STE in Grade 5.

Science 2019

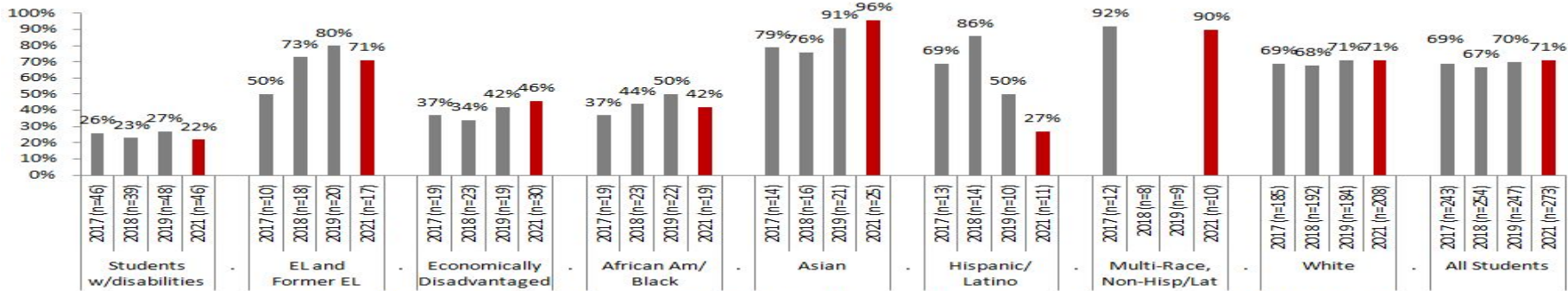




2021 MCAS Subgroup Data

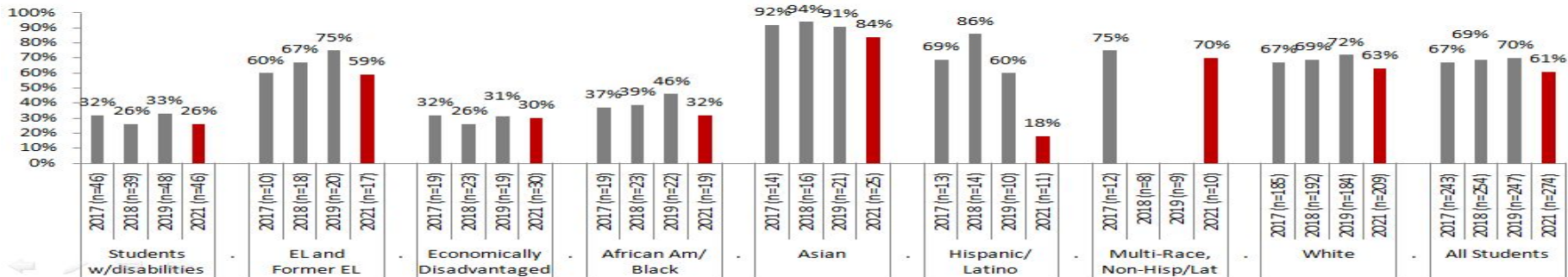
Cunningham: % Student Subgroups Meeting/Exceeding Expectations on ELA MCAS

(% not available where n is 10 or less)



Cunningham: % Student Subgroups Meeting/Exceeding Expectations on Math MCAS

(% not available where n is 10 or less)

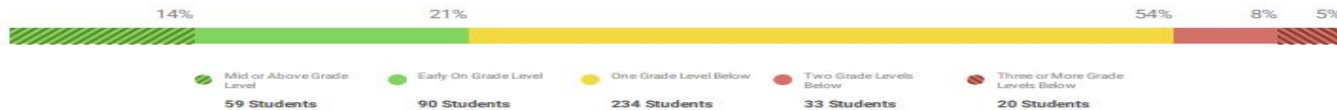




i-Ready Data

Overall Placement

Students Assessed/Total: 436/535



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K	—	—	—	—	—	—	0/87
Grade 1		9%	13%	66%	13%	0%	79/83
Grade 2		11%	12%	67%	10%	0%	90/93
Grade 3		9%	13%	64%	6%	8%	85/86
Grade 4		11%	25%	51%	3%	9%	88/90
Grade 5		26%	38%	24%	6%	5%	94/96



Lexia Data

CUNNINGHAM ELEMENTARY SCHOOL Skill Development

[Students](#)[Growth](#)[Summary](#)Assessment Period Fall 2021 ▼

Task Name ↕	Total Students ↕	⬆ Above Grade Level ↕	✅ On Grade Level ↕	⬇ Below Grade Level ↕	
Phonological Awareness (K)	84	7%	37%	56%	<div><div></div></div>
Letter Sounds (K)	84	1%	21%	78%	<div><div></div></div>
Word Reading (K-2nd)	117	7%	43%	50%	<div><div></div></div>
Spelling (2nd)	64	11%	22%	67%	<div><div></div></div>
Vocabulary Pairs (K-2nd)	201	23%	67%	10%	<div><div></div></div>
Following Directions (1st-2nd)	117	26%	56%	18%	<div><div></div></div>
Word Recognition (3rd-12th)	265	40%	36%	24%	<div><div></div></div>
Vocabulary Knowledge (3rd-12th)	265	19%	52%	29%	<div><div></div></div>
Syntactic Knowledge (3rd-12th)	265	42%	37%	21%	<div><div></div></div>
Reading Comprehension (3rd-12th)	265	28%	43%	29%	<div><div></div></div>



School Improvement



Cunningham staff will provide instruction, interventions, and programming to support academic, social and emotional growth for all students.



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.



The Cunningham School will create and review school-wide systems of support that include proactive strategies to positively reinforce appropriate student behaviors.



Cunningham will provide instruction, intervention, and programming to support academic, social and emotional growth for all students.

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 21/22 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



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.

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 21/22 school year?

- 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.

Where have we been?

- Implemented PBIS, PreK-5
- Participated in whole school training about PBIS
- Formed a PBIS team of educators and administrators

Where are we going during 21/22 school year?

- Establish 2 PBIS Coaches
- Develop action plan for Cunningham
- Expand PBIS team to include other staff members educators
- Facilitate family information sessions about PBIS
- Increase collaboration amongst staff members about best practices



We Are Cunningham

Slide Show

Student Share