

A large, multi-story brick school building with a central white cupola and a row of dormer windows. The building has many windows and a stone base on the right side. In the foreground, there is a black metal fence, a paved road with a crosswalk, and a black lamppost. The sky is overcast.

CUNNINGHAM ELEMENTARY SCHOOL

OCTOBER 4, 2023



Agenda

Introduction

Who Are we

School Improvement Goals

Look FORs

[The Cunningham Experience](#)





Cunningham School Site Council Members

Jon Redden, Principal

Becky Davis, Parent

Andy Young, Asst. Principal/ELA & Math Coordinator

Scott Farrell, Parent

Bernadette Butler, Early Childhood Ed. Director

Sarah Farrell, Parent

Rina Chen, 5th Grade Teacher

Rachel Riccardella, Parent

Annemarie Quinn, Kindergarten Teacher

Sarah Slater, Parent, Kindergarten Teacher

Kathy LaPierre, Team Chair

Stephanie O'Keefe, Community Representative

Marissa Stancato, Preschool Teacher

Megan Reilly Padilla, Reading Specialist

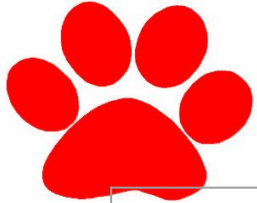


Cunningham Elementary School

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



Cunningham Elementary School

Who Are We?

Grade Levels	Pre-K (9)	K (5)	1 (4)	2 (4)	3 (4)	4 (4)	5 (4)	Total
Students	84	85	80	96	87	95	83	610
IEP	39	19	11	15	17	20	15	136
EL	4	7	3	4	4	2	0	24 Monitoring 10 FEL
Reading Support ELA	N/A	15	12	14	10	0	0	51
Reading Support FLA	N/A	N/A	7	10	0	0	0	17
Math Support	N/A	0	13	12	13	0	0	38
Counseling	N/A	6	4	11	7	8	5	41
Student Support	N/A	2	5	3	5	2	2	19

Who We Are: Cunningham Preschool

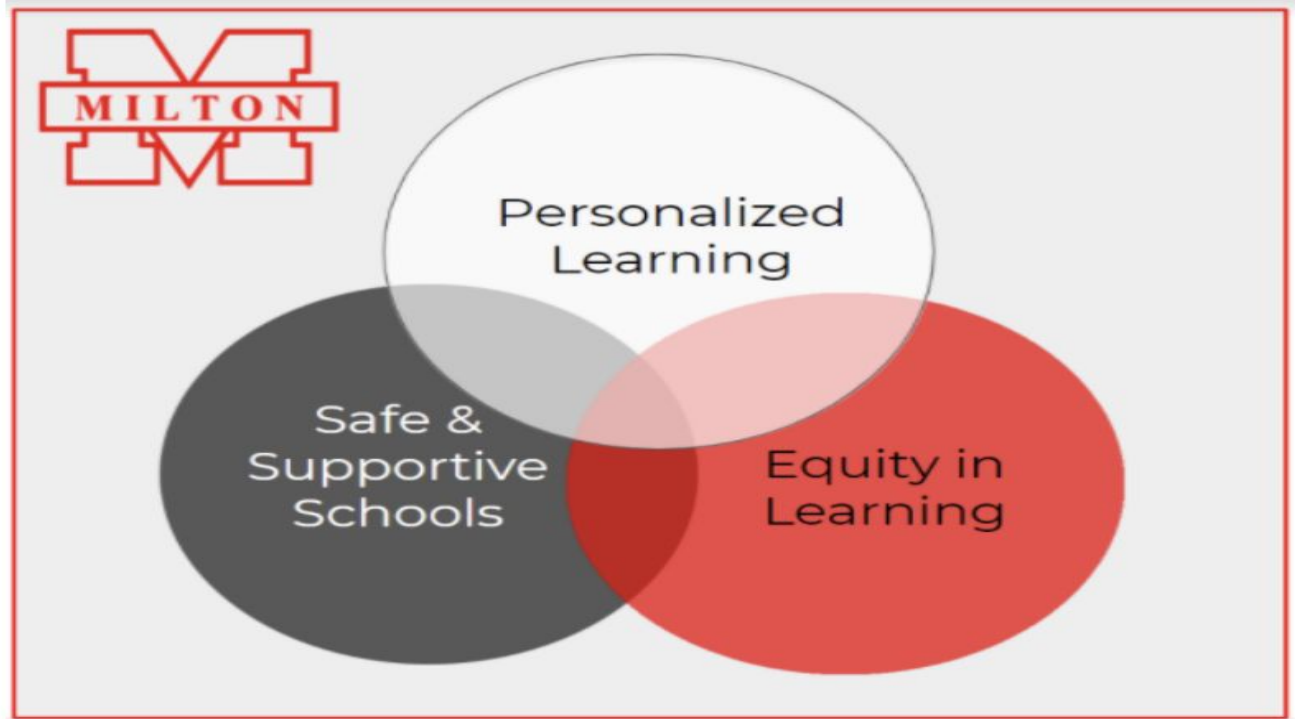
Cunningham Preschool Programs	Supporting students with Autism	Supporting our Students with Language Based Disabilities (SLDS)	Supporting our students with Language Based Disabilities (neuro-diverse)	Supporting students with social, emotional, and mental health needs	Supporting our students with cognitive, complex communication and complex diverse needs
	Integrated and Substantially Separate ABA programs	Integrated Preschool	Integrated Preschool	Integrated Preschool	Integrated Preschool

- **3 substantially separate classrooms**
 - Capped at 9, 9 and 5 based on square footage of classrooms
 - Currently have 3 seats open for students entering our system on an IEP requiring the substantially separate preschool program
- **3 integrated (AM and PM) classrooms**
 - Ratio of 49% to 51%
 - Currently have 22 open seats for students entering our system on an IEP at Cunningham in the integrated preschool program





School Improvement Goals





School Improvement Goals

Safe and Supportive Schools



At Cunningham, we will implement school-wide systems of supports by engaging in proactive strategies for defining teaching and learning that leads to academic growth and appropriate social interactions.

Personalized Learning



At Cunningham, staff will use data to continuously customize and adapt instructional strategies that are better suited to individual learners based on students' unique needs, backgrounds, experiences and learning styles.

Equity in Learning



At Cunningham, we continuously implement and evaluate the school's instructional practices and policies to make sure they adhere to our core belief that each student, when receiving appropriate levels of support, can make progress and achieve at high levels.



Safe & Supportive Schools Goal

At Cunningham, we will implement school-wide systems of supports by engaging in proactive strategies for defining teaching and learning that leads to academic growth and appropriate social interactions.

Strategies in Action

1. Shared vision and mission focused on student success
2. Community and Family Engagement
3. Collaborative teaming around students' needs, progress, and plans
4. Ensure classrooms are places where students are comfortable taking risks, advocating for support and monitoring progress
5. Develop positive ways to recognize the positive actions





Safe & Supportive Schools Goal

At Cunningham, we will implement school-wide systems of supports by engaging in proactive strategies for defining teaching and learning that leads to academic growth and appropriate social interactions.

Measuring Progress

1. Data - Office referrals, attendance, surveys
2. Document and share practices from educators
3. Allotment of time and resources to promote and celebrate positive outcomes

Through...

- Cougar Paws
- Pawsitivity Assemblies
- SEL Lessons
- PTO-Sponsored Events





Personalized Learning

At Cunningham, staff will use data to continuously customize and adapt instructional strategies that are better suited to individual learners based on their students' unique needs, backgrounds, experiences and learning styles.

Strategies in Action

1. Identify salient mastery objectives and align curriculum, instruction and time to them
2. Provide ongoing professional development that incorporates ways to support different learning styles
3. Establish grade level scope and sequence that are aligned with standards and assessment
4. Support student engagement by looking for opportunities in the curriculum where students establish personal meaning and engage in cooperative learning activities

Measuring Progress

1. Classroom observations of student engagement, time on task and perseverance
2. Solicit feedback from students directly, published/shared assignment/projects
3. Professional development geared to the specific needs of staff
4. Assessment data



Personalized Learning (Look Fors)



Math: **Bridges in Mathematics** (K and Pre-K)

Three distinct but interrelated components:

- Problems & Investigations, Work Places, and Number Corner

Into Math (Grades 1 - 5) - Year Two of Implementation

- Designed to propel growth for every student by providing teachers with targeted differentiation strategies and monitoring tools so each student gets what they need at the right time

Social Studies: **Savvas My World**

- Journal and online access to the realize platform
- Uses engaging lessons, music, videos, hands-on activities, and digital game-like practice
- Based on the Massachusetts Curriculum Frameworks

- Data Analysis
 - Common planning time
 - mClass/iReady/MCAS/SEL
- Student Choice
 - Instructional Flexibility
 - Demonstration of Mastery
- Student-Driven Goals/Progress Monitoring/Ownership
- Math Interventionist/Reading Specialists
- PD Opportunities - Erin Moore, IntoMath



ELA: **National Geographic Reach for Reading Program**

- Develops important foundational skills while at the same time developing a love for reading, stamina and fluency

Science: **Full Option Science System(FOSS)**

- Lesson design involves the following components:
 - Active investigation, including outdoor experiences
 - Recording in science notebooks to answer the focus question
 - Reading in FOSS Science Resource

FLA: **Gafi (Grades 1-2)**

ZigZag (Grades 3-5)

Arobas (Grade 5)

Lalilo (Online)



Equity in Learning

At Cunningham, we continuously implement and evaluate the school's instructional practices and policies to make sure they adhere to our core belief that each student, when receiving appropriate levels of support, can make progress and achieve at high levels.

Strategies in Action

1. School teams that value diversity and foster an array of viewpoints, perspectives and experiences
2. Scheduling and student-grouping practices that are flexible, meet each student's needs to better ensure successful academic growth and PD
3. Ensuring that families are partners in fostering the academic, intellectual, social, and emotional success of students
4. Staff promote active engagement of each student by facilitating learning



Flexible
Groupings



Inclusive
Practices



Engaging Activities



High Quality
Curriculum



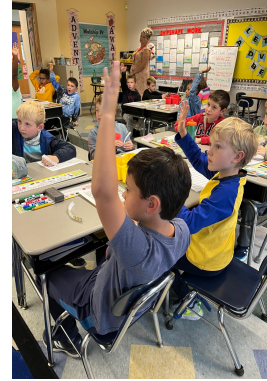
Measuring Progress

1. Data on all students
 - a. Determine impactful approaches and strategies
 - b. Determine next steps/meaningful decision making
2. Determine measurable and significant outcomes that have resulted from decisions made by committees and student council groups (PBIS, Student Council, PTO)

Through...

- Data Analysis
- SST Team
- Personalized Instruction
- Collaborative Classrooms
- Inclusive Opportunities
- Behavioral Health

Equity in Learning



Reading/Math
Interventions and
Supports



Centers



Social Justice Group



Student Choice

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
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Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
79% - Meeting or exceeding targets	92

OVERALL RESULTS	STUDENT GROUP RESULTS	DETAILED DATA FOR EACH INDICATOR	
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Overall progress toward improvement targets

	2023
Criterion-referenced target percentage	79%
Progress towards targets	Meeting or exceeding targets

MCAS - Spring 2023

2023 Points awarded

2023 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	3	4	-	-	-	-
	Achievement total	9	12	67.5	6	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	7	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0
Weighted total		8.1	10.3	-	6.0	7.6	-
Percentage of possible points		79%			79%		
2023 Criterion-referenced target percentage		79%					

The Cunningham Experience



Fall 2023 - mClass Data

Comparing Measures: DIBELS 8th Edition				
View		Population	Time	Measure
Segment Results by: School Grade Divider: On		Show Students Enrolled: On Test Day Grade: All Grades District: Milton School District School: Cunningham Elementary School	School Year: 2023-2024 Period: 23-24 BOY	Measure: Composite Score Level Filter: All Levels
Milton School District				Current as of 09/30/2023
Cunningham Elementary School				
Grade K				
Measures	<div><div></div><div></div><div></div><div></div></div> <div>20%40%60%80%</div>			Total Students
Composite Score	23-24 BOY <div><div></div><div></div><div></div><div></div></div> <div>19(24%)19(24%)18(23%)22(29%)</div>			78
Grade 1				
Measures	<div><div></div><div></div><div></div><div></div></div> <div>20%40%60%80%</div>			Total Students
Composite Score	23-24 BOY <div><div></div><div></div><div></div><div></div></div> <div>5(9%)14(26%)21(39%)14(26%)</div>			54
Grade 2				
Measures	<div><div></div><div></div><div></div><div></div></div> <div>20%40%60%80%</div>			Total Students
Composite Score	23-24 BOY <div><div></div><div></div><div></div><div></div></div> <div>10(15%)11(16%)20(30%)26(39%)</div>			67
Grade 3				
Measures	<div><div></div><div></div><div></div><div></div></div> <div>20%40%60%80%</div>			Total Students
Composite Score	23-24 BOY <div><div></div><div></div><div></div><div></div></div> <div>8(10%)4(5%)31(38%)38(47%)</div>			81

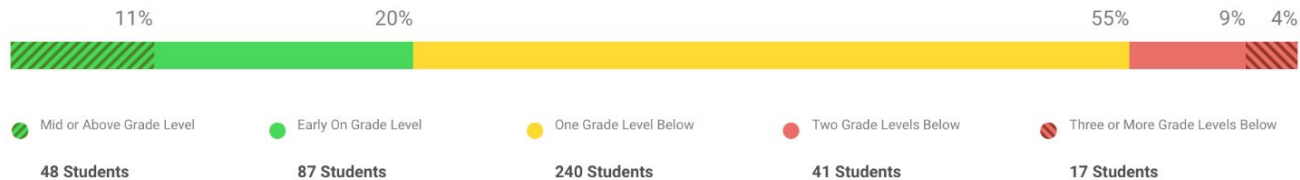
Fall 2023 - mClass Data

Grade 4						
Measures	<div><div></div><div>20%40%60%80%</div></div>				Total Students	
Composite Score	23-24 BOY	<div><div><div></div><div></div><div></div><div></div></div><div>8(9%)16(17%)47(50%)23(24%)</div></div>				94
Grade 5						
Measures	<div><div></div><div>20%40%60%80%</div></div>				Total Students	
Composite Score	23-24 BOY	<div><div><div></div><div></div><div></div><div></div></div><div>14(17%)19(23%)27(33%)22(27%)</div></div>				82

Fall 2023 - iReady Data

Overall Placement

Students Assessed/Total: 433/522



[i The Mapping Between 5-Level and 3-Level Placements](#)

▼ Placement by Domain



Fall 2023 - iReady Data

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K	—	—	—	—	—	—	0/84
Grade 1		10%	16%	66%	8%	0%	80/80
Grade 2		6%	16%	62%	16%	0%	94/95
Grade 3		5%	17%	62%	11%	6%	84/86
Grade 4		19%	23%	45%	5%	8%	93/95
Grade 5		15%	29%	43%	7%	6%	82/82