
Cunningham Intermediate School Improvement Plan

Executive Summary



Address: 910 Townline Avenue | Phone: 608-361-2200 | Grades: 4th - 8th | Principal: Mr. Devon LaRosa

Program Focus

The Cunningham community supports and believes in the following:

- Taking calculated academic risks
- Putting Students FIRST
- PBIS
- Restorative Practice
- Curricular Fidelity
- PLCs
- DLI
- Diversity
- Giving students vehicles to express who they are
- Collaborative Decision Making between staff and stakeholders

Our school implements the Advancement Via Individual Determination (AVID) framework. This framework provides resources and supports for teachers to implement instructional strategies that yield positive academic results for students. In addition, students receive ongoing support around organizational, study, and college preparatory skills to ensure they are successful in high school, as well as their post secondary educational experiences.

School Vision / Mission

Our Mission...

The mission of Cunningham Intermediate School is to promote growth and to prepare each student to compete, contribute, and thrive.

Our Vision...

As a Cunningham team of staff, students, and families, we will work together and support one another to put this achievement within reach of everyone. Our main focus is student achievement. In order for us to provide the best instructional practices for our students, we must continue to grow as a Cunningham team. We will work together and support one another as we focus on Rti, Early Learning Targets, authentic assessments that drive instruction, and the Common Core State Standards.

Strengths in 2017-2018 (Math, Literacy, Learning Environment)

Math

- We are implemented/implementing the new math curriculum for grades 4 and 5.
- Created MAP goals individually with students.
- Math 24 team continues to have strong performances at district and regional level.

Literacy

- Continuous support and implementation of Springboard and Reading Units of Study.
- Created MAP goals individually with students.

Learning Environment

- We were able to build on Restorative Practices which in turn led to a major decrease in student discipline referrals (roughly 1000 referrals.)
- Teachers developed two organic mentoring groups to engage students and help introduce soft skills: Men of Honor and Girls of Power.
- Staff developed and implemented a Gender Sexuality Alliance group to provide a safe and respectful environment for all students to come together and just be themselves.

Progress in 2017 - 2018 (Math, Literacy, Learning Environment)

Math and Literacy

- Implemented a new math curriculum.
- Increased usage of Dreambox math program as well as assigning individual lessons to students that are at their level.
- Increasing the use of PLCs (Professional Learning Communities) to share best practices, analyze student data, and use data to drive decision making process.
- Worked to implement Springboard universally in grades 6-8.
- In grades 4 and 5 we have worked to implement Reader's and Writer's Workshop with fidelity.

Learning Environment

- Implemented a restorative circle request system.
- Successfully implemented Saturday School.
- Implementing a mentor program for students with high behavior needs.
- Provided two restorative refreshers for staff.

Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)

Math

- Statistics and Probability strand
- Measurement and data
- Fact Fluency

Literacy

- Vocabulary and acquisition
- Language Craft and Structure
- Informational Text: Key Ideas and Details

Learning Environment

- There are significant disparities in discipline data for students of color.
- Overall slight increase (5.5%) in the number of referrals.
- Want to improve the overall student and staff culture.

Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

Math

- For the 2018-2019 school year, Cunningham Intermediate will increase the percentage of student that are proficient in math as measured by the MAP assessment (51-%ile) by 3%.
- Cunningham Intermediate will increase the percentage of students who meet their RIT growth goal for Math Map test.

Literacy

- For the 2018-2019 school year, Cunningham Intermediate will increase the percentage of student that are proficient in reading as measured by the MAP assessment (51-%ile) by 3%.
- Cunningham Intermediate will increase the percentage of students who meet their RIT growth goal for Reading Map test.

Learning Environment

- For the 2018-2019 school year, Cunningham Intermediate will decrease the total number of referrals by 10%.

Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

Math and Literacy

- Cunningham Staff has participated in an educational skills inventory survey to highlight their exceptional practices. The next step is to have all staff, regardless of grade level and content area, observe each other. We are calling it #CunninghamObserveme!
- We met before school started to discuss as a staff what actions steps will help us move our school forward. Staff were asked to generate a list of educational best practices (identified by Marzano, Haitte etc.) as a group. We then narrowed down the best practice list to 10-12 strategies, staff were then asked to commit to a minimum of two strategies they would implement throughout the school year. My job is to support teachers and provide resources to support the staff
 - Most staff selected the follow:
 - Providing Specific and Direct Feedback to Students
 - Making school more real world
 - Implementing focused note taking
 - Problem based learning

Learning Environment

- We developed an anti-bullying survey known as the Safe Academic Environment For Everyone. The goal of this survey is to proactively ask students if they are experiencing any bullying. The survey is three questions and is administered to all grades several times throughout the school year. Immediately after the survey is administered, the student services team analyzes the “Yes” responses and meets with students to dive into presented concerns. The student services team then refers students to groups or administration based on data.
- We purchased Happy Or Nots (see attached). The goal of this purchase is to help us gauge day to day culture of students, staff, and parents alike. To date we have run 4 surveys to gauge student, staff, and parent thoughts and feelings about school for the 2018-2019 school year. Survey questions we have

asked: How happy were you with your registration experience at Cunningham?, How ready are you for the start of school?, How was your day today?, How safe do you feel in school?

- ❑ We developed a system for resolving conflict before it escalates. We developed a platform where teachers can request a restorative circle when they see students having conflict with each other or if a student is having a conflict with a teacher. Student services and administration conduct the restorative circles. To date, between the 2017-2018 and 2018- 2019 school year we had 93 circles requested.
- ❑ Administration and Students Services are working together to provide a once a week 30 minute opportunity for students with the highest discipline referrals in the building and students who have reported being bullied to practice being positive and supportive of each other through playing and making connections. The group is called Cunningham Cavalier Connections (C-cubed).
- ❑ Our SDB Volunteer Coordinator has allocated our building a volunteer from the Retired and Senior Volunteer Program of Rock County from 11am to 1:30pm to provide students with an opportunity to utilize the Innovation Room as a quiet alternative to outside recess. Students self select and are allowed to read, write, draw, or play quiet games.

Professional Learning for 2018-2019 (Math, Literacy, Learning Environment)

Professional Learning, PLCs, and PD

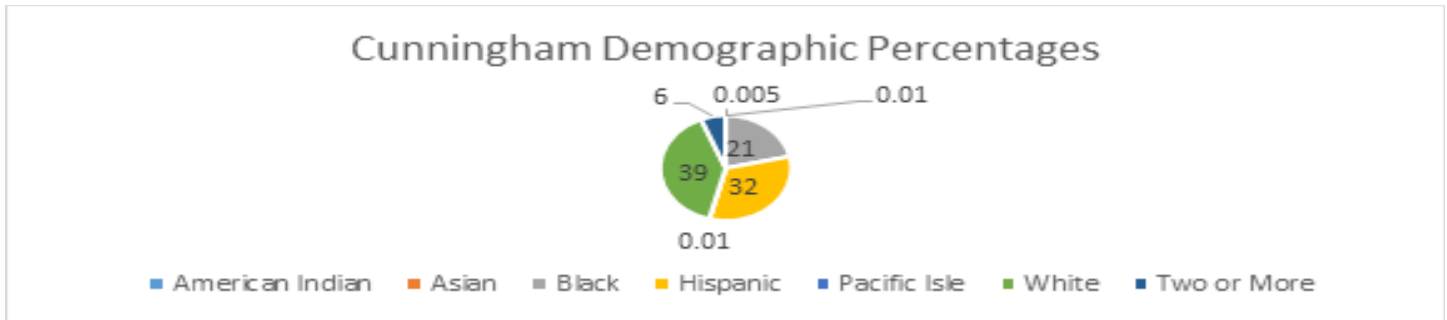
- ❑ We have developed a comprehensive Professional Learning Community (PLC) handbook to help shape our professional learning communities. The handbook provides resources for the PLC teams. Additionally, we are working with Central Office to plan grade level PLCs across the district, so that staff can collaborate and share best practices.
- ❑ All staff were asked to take a comprehensive PLC survey. Once we had the results, we analyzed our greatest area of need and we began researching ways to increase our PLC productivity.
- ❑ We purchased trending differentiation books to infuse in our PLCs to help shape the classroom landscape.
- ❑ Lastly and additionally, we are using the Seven Stages of PLCs to guide our bi-weekly PLC work.

Family and Community Engagement for 2018-2019

- ❑ Last year we created the position of Bilingual Family Support Specialist. We then hired a Bilingual Specialist to help increase parent involvement in the Latino community. We planned literacy nights, coffee with the principals, Pepsi with the principals, fall carnival night, winter family night, and field day lunch with family.
- ❑ We have engaged our community by inviting them in to support our 21st Century Learning Community after school program.
- ❑ We are partnering with the district's volunteer coordinator to garner additional community resources to help adopt us as a school. This would help us get lunch mentors, additional classroom 1 on 1 support, and just extra support in the building.
- ❑ We are currently recommitting to build a stronger PTO by involving all staff members, multiple families within our school, and administrator support.
- ❑ We are also planning to work with our feeder schools to develop a stronger relationship between the respective schools, which will ultimately increase student and family engagement.

School Name	Address 910 Townline Avenue	Developmental Bilingual Education	Yes
	Principal Mr. Devon LaRosa	Dual Language Immersion	Yes
	Phone 608-361-2200	AGR	No
	4K	No	Attendance Rate 95.7%
	Title I	Yes	Total Enrollment 608
<i>2018-19 Data Profile</i>	Report Card Score 59.5	Report Card Rating	Meets Few Expectations

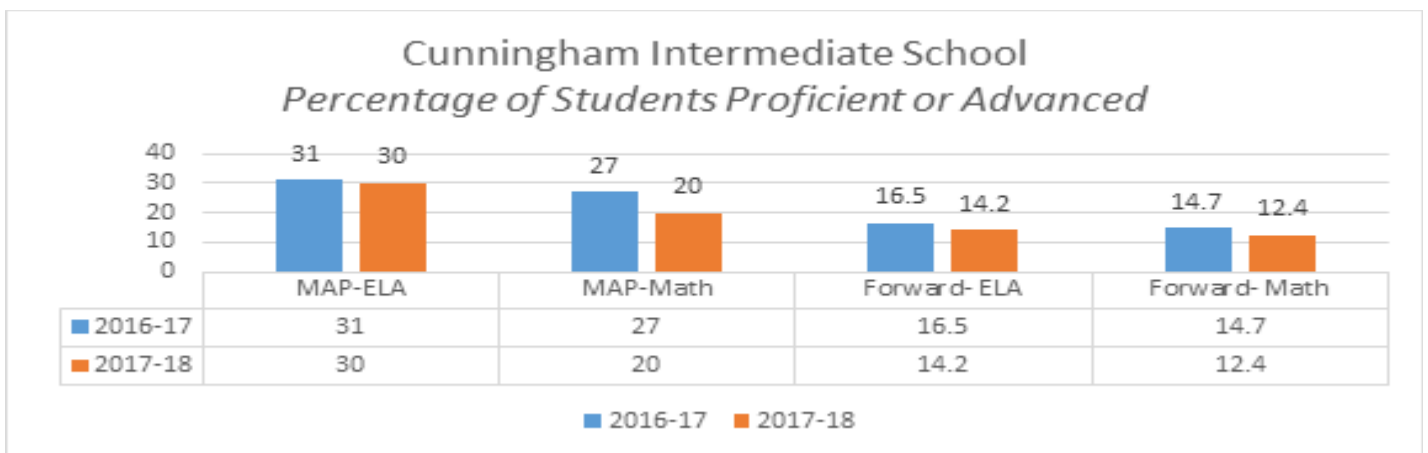
Demographics



Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.

Teaching, Learning and Innovation

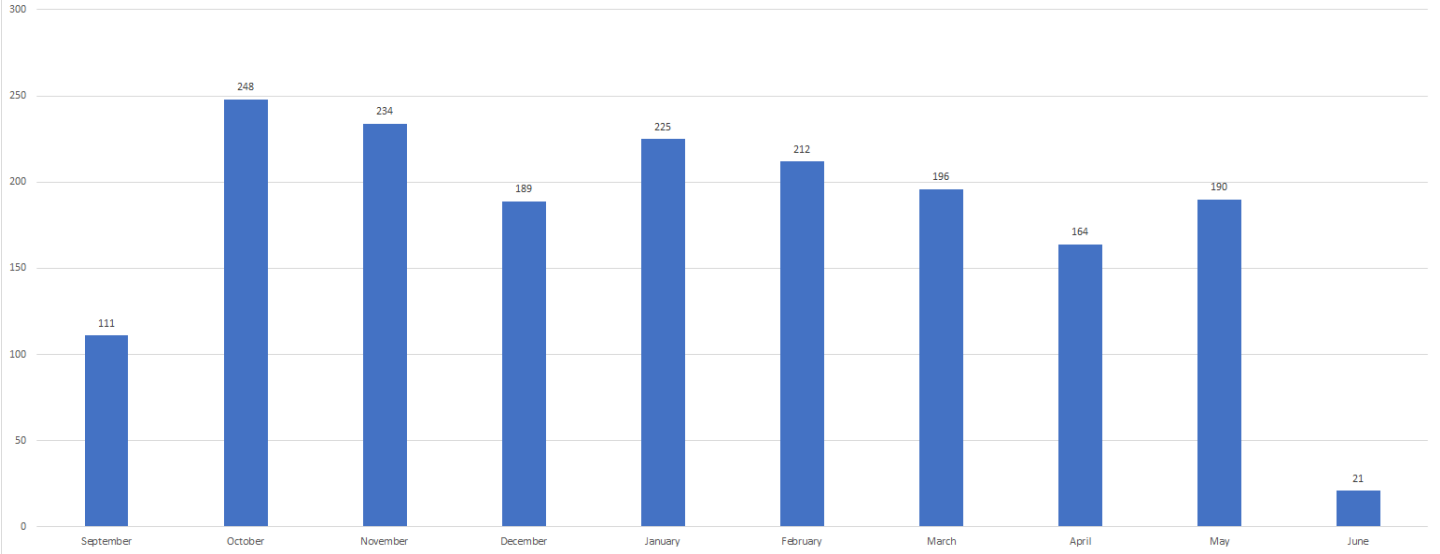
1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.



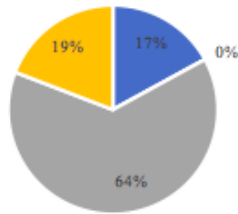
Learning Environment

School will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.

2017-18 Cunningham EOY Referrals by Month

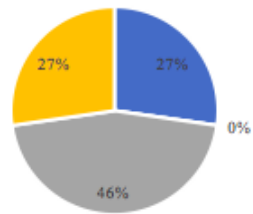


2. I feel like I do well at my job.



■ Always ■ Never ■ Often ■ Sometimes

2. I feel like my child does well in school.



■ Always ■ Never ■ Often ■ Sometimes

2. I feel like I do well in school.



■ 1 ■ 2

2. I feel successful at school.



■ 1 ■ 2