

Cunniff Mission Statement

The Cunniff School provides a supportive and challenging learning environment which maximizes student achievement, social responsibility and lifelong learning for all Cunniff Community members.

District Strategic Goals

Support High Academic Achievement

The Watertown Public Schools will ensure that each student becomes an accomplished learner in the arts, humanities, mathematics, physical sciences, and social sciences. The school system will provide all students with a learning environment that sets high expectations and stimulates thinking, problem-solving, inquiry, creativity and hard work.

Foster the capacity for Lifelong Learning

The Watertown Public School will ensure that each student develops a capacity for lifelong learning through comprehensive skill development, exposure to a broad universe of knowledge and disciplines, and support for a diversity of learning styles, future plans, and personal interests.

Promote Local and Global Citizenship

The Watertown Public Schools will ensure that each student becomes informed about and participates in local and world affairs. Students will strive to understand people of different backgrounds and cultures and the interconnectedness of the contemporary world.

Expectations for Cunniff Citizenship

Students at Cunniff will strive to work to their potential, understand the importance of lifelong learning, achievement and global citizenship.

Cunniff School Improvement Plan (2017 - 2019)

1. Support High Academic Achievement

Key Strategies	Actions	Responsibility	Evidence of Effectiveness - Status
<p>Curriculum & Programming</p> <p>Continue with standards-based alignment of curriculum in literacy, math, and science.</p> <p>Provide standards-based instruction in all content areas as a means of strengthening the CORE with entry points for all students.</p> <p>Utilize an RTI model which emphasizes “what I need” for all students.</p>	<p>Identify gaps in instruction, articulate changes and provide professional development opportunities so that all educators are able to deliver quality core instruction in grade level teams.</p> <p>Utilize formal and informal assessment data to create fluid instructional groupings</p>	<p>Principal →Curriculum Coordinators→Teachers</p> <p>Principal →Grade level teams</p>	<p>90% of students will make gains in instructional reading levels.</p> <p>As a result of increased push-in by grade level teams, 90% of students will demonstrate gains in Math In Focus Depth of Knowledge Levels (Basic, Application, Novel).</p>
<p>Co-Teaching and Collaboration</p> <p>Implement daily instructional blocks for literacy and mathematics which are co-taught and anchored by grade level teams utilizing a systematic tiered approach.</p>	<p>Identify grade level teams consisting of classroom teacher, ELL teacher, Special Educator(s), and reading specialist</p>	<p>Principal → Grade level teams</p>	<p>A survey of staff will determine effectiveness of “push in” tiered support model</p>

<p>Planning Increase Fidelity of Weekly Planning Time for Grade Level Teams.</p>	<p>Provide common planning time and training opportunities for grade level team growth</p>	<p>Principal→Grade Level Team Members→Math Teacher Leaders</p>	<p>Grade level teams will utilize weekly planning time and will submit meeting notes to Principal.</p>
<p>FLES Instruction Write and expand curriculum.</p>	<p>Continue to expand Spanish instruction to include grades K and 1 by creating a schedule which allows for 3 x 30 per week.</p>	<p>FLES Director →Spanish Teacher →Principal</p>	<p>100% of students in grades K and 1 will begin to master entry level Spanish skills such as color words, numbers, and basic commands.</p>
<p>Project-based Learning with a Focus on STEAM Foster project-based opportunities at each grade level.</p>	<p>Develop cross curricular projects which emphasize STEAM (science, technology, engineering, art and music).</p> <p>Develop schedules which enable grade level teams of educators to collaborate and develop units of instruction.</p>	<p>Principal↔ Curriculum Coordinators → grade level teams of teachers →specialists</p> <p>Principal</p>	<p>95% of students will show growth in mastery of skills based upon demonstrations and models on exhibit at a school-wide showcase.</p> <p>Grade level teams will demonstrate a more comprehensive understanding of flexible grouping.</p>
<p>Data Collection and Use Collect, analyze and use data to inform instruction, instructional groups, and to determine the effectiveness of lessons/units being taught.</p>	<p>Provide training for new teachers with regard to depth of knowledge levels used in Math In Focus (basic, application, novel).</p> <p>Provide training in literacy assessment tools: benchmarking, QPS(phonics)MAZE (comp.), SDQA(word analysis).</p>	<p>Principal→Curriculum Coordinator</p>	<p>100% of teachers will use data grids/pre/post tests and other formal informal data to plan instruction and to review and create student groups.</p>

	Provide data entry guidelines and training so that data can be used to inform instruction in a timely manner.		
Social Emotional Learning Disseminate meeting notes and updates from S.E.L. Team meetings.	<p>Use S.E.L. meeting notes and a newsletter to educate teachers regarding the importance of implementing a tiered approach to social emotional learning</p> <p>Use Panorama as a tool to survey students and staff on the topic of school climate.</p>	SEL Team	<p>Increase the number of teachers on the S.E.L. Team</p> <p>100% of teachers will see the interrelatedness of a tiered systematic approach with regard to social emotional learning and academic growth as determined by the Panorama survey results..</p>

2. Foster the Capacity for Lifelong Learning

Key Strategies	Actions	Responsibility	Evidence of Effectiveness - Status
<p>Enrichment Continue to provide enrichment opportunities before and after school.</p> <p>Continue to invest in the Summer Reading Program.</p>	<p>Expand Reading Tutors Program to grades K, 1, and 2.</p> <p>Extend Math Olympiad to encompass a year-long emphasis.</p> <p>Run multiple sessions of Engineering Course.</p> <p>Expand the Parent-Child Book Club to include grades 1-5.</p> <p>Send students home with first summer reading title and summer reading list.</p>	<p>Building Principal→Teachers →Parents</p> <p>Building Principal</p> <p>Building Principal</p> <p>Reading Specialists</p> <p>Principal→Faculty</p>	<p>10% increase in enrollment will demonstrate heightened need and interest among Cunniff families and students.</p> <p>Instructional reading levels determined by benchmarking at the onset of the school year will show less regression at each grade level.</p>
<p>Cunniff Gardens Work with Cunniff Garden Coordinator to further explore links to the science curriculum.</p>	<p>Create a written document which highlights current K-5 units of study in StemScope curriculum and Seeds of Science units in order to create natural links to hands on outdoor experiences.</p>	<p>Principal→Curriculum Coordinator→Garden Coordinator→ Classroom Teachers</p>	<p>90% of students will show increased mastery of science concepts and skills which naturally blend in an exploration of the Cunniff Garden.</p>
<p>Attendance Reduce the tardy and absentee</p>	<p>Use PowerSchool capabilities to monitor tardy and attendance</p>	<p>Main Office Administrative Assistant→Guidance</p>	<p>PowerSchool generated reports Each term will show a 10%</p>

rate at Cunniff.	rates on a bi-weekly basis. Reinforce the importance of attendance in school in Principal's newsletters, Open House, and conferences. Contact families when attendance issues arise.	Counselor→Principal	decrease in the tardy/absence rate.
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3. Promote Local and Global Citizenship

Key Strategies	Actions	Responsibility	Evidence of Effectiveness - Status
<p>Community Service Expand the Cunniff Community Service Program opportunities available.</p> <p>Foster a school-wide learn-think-act initiative where students learn about how they can make a difference.</p>	<p>Include a community service update in the Principal's Newsletter as a way to inform Cunniff families regarding this opportunity.</p> <p>Work with local agencies who may need support. Hold monthly community service assemblies to feature needs and opportunities - both local and global.</p>	<p>Guidance Counselor →Behavior Specialist</p> <p>Principal→Faculty</p>	<p>Expand the participation rate by 50% as determined by the number of completed hours students will have logged at the end of the school year.</p> <p>As a result of 100% participation at assemblies, Cunniff students will possess a greater awareness of community service.</p>
<p>International Fair Host and improve on the Cunniff International Fair.</p>	<p>Evaluate the effectiveness of this year's Fair. Develop a plan to expand the representation of diversity at next year's event.</p>	<p>Principal→S.S.C.→PTO→Faculty</p>	<p>Increase the participation at next year's event as determined by the number of families hosting a display table at the event.</p>

<p>Home and School Link Continue with monthly Principal's Newsletter.</p> <p>Continue hosting monthly Principal's Coffee gatherings with families.</p>	<p>Issue a monthly newsletter which features curriculum, strategies for home and school support, school-wide initiatives and events</p> <p>Invite guest speakers from faculty to inform and provide support for best practices at home on topics such as: <i>Reading and discussing texts with your child</i> <i>Utilizing Growth Mindset</i> <i>Reinforcing fine/gross motor skills</i> <i>Homework and how much support should parents provide?</i> <i>Volunteering at Cunniff</i></p>	<p>Principal</p> <p>Faculty</p>	<p>Increase parental awareness regarding curriculum and school events</p>
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