

Cunningham Elementary  
Anna L. White  
2013 -2014 School Improvement Plan  
Houston Independent School District

## **SIP PART 1: NARRATIVE**

### **Mission Statement**

All stakeholders will work together to develop lifelong learners.

### **Vision**

The vision of the L. T. Cunningham Elementary School is to maintain an environment in which the students, teachers, and staff enjoy a positive self-concept and commit to lifelong learning. Parents, community, teachers, staff, work together to develop every student's academic and personal growth necessary to produce responsible members of a multicultural society.

### **School Profile**

On September 8, 1954, L.T. Cunningham Elementary School opened its doors to five hundred eleven neighborhood children, and the school's first principal was Gerald Jones. The school was named after Leroy Taylor Cunningham who served as the Assistant School Superintendent of Schools. On January, 2012, staff and students moved into a new 84, 500-square foot campus, and the school's dedication ceremony was held on May 23, 2012. The new Cunningham campus was built to Leadership in Energy and Environmental Design (LEED) standards and uses 35 percent less water, and 25 percent less energy than a non-LEED campus. Every classroom or learning space has at least one window, and in the summer, students and teachers benefit from a reflective roof that will help reduce the building's heat retention and allow for more effective cooling of the facility. Classrooms are all equipped with SMART boards and more computers due to the monies from the 2007 bond program.

The Cunningham staff firmly believes that all children are capable of learning through a variety of teaching styles. We believe it is our responsibility to ensure that our staff is capable of addressing multiple learning modalities. It is our goal to create a strong academic foundation for every student. In doing so, we will enable our students to become life-long learners. We promote the value of higher education, as well as encourage students to become well-rounded citizens.

Continuing education programs for parents are also provided so that they will model to their children how to become life-long learners. Parent Programs include, Books/Breakfast, Family Nights, and Parent Workshops sponsored by the Children's Museum.

We currently have an enrollment of approximately 750 students. Cunningham is one of the district's most diverse schools servicing students whose home language varies from 1 of 12 languages that is spoken in the community. Cunningham's student population, based on current data, is 85% Hispanic, 8% African American, 5% Asian, 1% Caucasian and two tenths percent other. We currently serve students in

PALS, SLL and grades Pre-Kindergarten through fifth. Cunningham is a Title I school, with 98% of our students identified as economically disadvantaged. We also have a growing Recent Immigrant and Refugee population, which increased in number from 37 (20 Immigrant/17 Refugee) in 2011-2012 to 86 students (63 Immigrant/23 Refugee) in the 2012-2013 school year. 75% of our students are identified as English Language Learners (ELL) and the 2012-2013 attendance rate was 97%, and our mobility rate was 4%.

Professional Learning Communities (PLC) have been established within the confines of the school building to help create core academic scope and sequence calendars at each grade level using the TEKS. PLC's will also use common assessment data to target individual student deficiencies, and they will help teachers create strong, supportive intervention plans.

L. T. Cunningham will also work to strengthen the after-school program already set in place. Teachers will offer quality after-school tutorial programs that target individual academic needs and teachers and administrative personnel will measure progress through common assessments that are created to assess individual academic weaknesses.

Partners in education include, *teach*Houston from the University of Houston, Rice Mentors, Junior Achievement, The Alliance, Texas Children's Mobile Clinic, our local Boys and Girl Scouts, local church organizations, and our goal this year is seek out other corporate sponsors to off-set the cost of our end of year field trips used to reward students for their hard work.

### **Needs Assessment**

L. T. Cunningham Elementary met Annual Yearly Progress (AYP) in math, according to the State of Texas Assessment of Academic Readiness (STAAR) test in 2011-2012. The STAAR results for 2012-2013 are as follows: 63% percent of students met the Satisfactory Level in STAAR Reading, 74% of students met the Satisfactory Level in STAAR Math, 68% percent of students met the Satisfactory Level in STAAR Writing and 55% met the Satisfactory Level in STAAR Science according to the Phase I passing standards.

In 2012-2013, L. T. Cunningham Elementary noted a gap in the amount of students who scored at *or above grade level* on the Stanford Reading and Math portions of the test. Only 25% of students scored At or Above the 50<sup>th</sup>ile in reading and 55% of students scored At or Above the 50<sup>th</sup>ile in math according to the Stanford test, and 96% of students scored At or Above the 50<sup>th</sup>ile in reading, and 87% scored At or Above the 50<sup>th</sup>ile in math according to the Aprenda test.

We will work towards closing the reading and math gaps found in both the state and norm-referenced assessments by implementing a school wide plan to increase the skills mastered in reading and math by implementing a school-wide uninterrupted 90 minute reading block, an extra hour of reading workstations, and a school-wide calendar math program. Cunningham will also implement a systematic RtI (Response to Intervention) process to ensure students receive the intervention necessary to close gaps. Teachers will be trained to use STEMscopes to target science deficiencies, and students in grades 3<sup>rd</sup>-5<sup>th</sup> grade will routinely visit the science lab.

During the 2013-2014 school year, resources from Empowering Writers, Neuhaus and STEMScopes will be used to help improve writing, reading, math, and science scores. In addition, a part-time math and

reading coach will be hired to assist our administrative team monitor instruction to ensure the action plan mentioned above is followed with fidelity. Teachers will be given opportunities to attend professional development activities to ensure they are well trained to close gaps noted by the state and district assessments. Data will be used as coaches and Cunningham's full-time Instructional Coordinator create action plans for individual teachers according to their students' needs. Coaches will be responsible for monitoring instruction, providing specific feedback in a timely manner, creating action plans according to most current data trends, and providing model lessons for teachers to ensure teachers close achievement gaps.

According to 2013 The Voice Survey, approximately 55% of students and parents who responded to the survey were satisfied with the overall school environment and education the school provides the students. However Cunningham's perception analysis of how satisfied they were with school staff was approximately 53% combined. Cunningham Staff would have been trained and held accountable for implementing procedures to improve customer service ratings. Staff will be expected to provide all stakeholders with customer service that exceeds expectations.

#### **Student Performance Data Analysis**

2012 Annual Yearly Progress—Math-Met AYP, Reading-Did Not Meet AYP

2013 STAAR Data—

Reading-63% Met Standard (MS), Math-74% MS , Writing-68% MS, & Science-55% MS

2013 Stanford Data—

Reading -25% performed At or Above the 50%ile

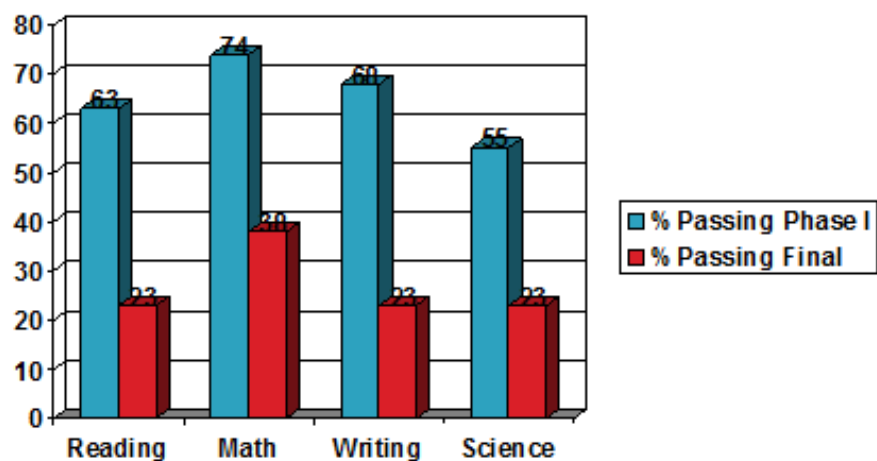
Math-55% performed At or Above the 50%ile

2014 Aprenda Data—

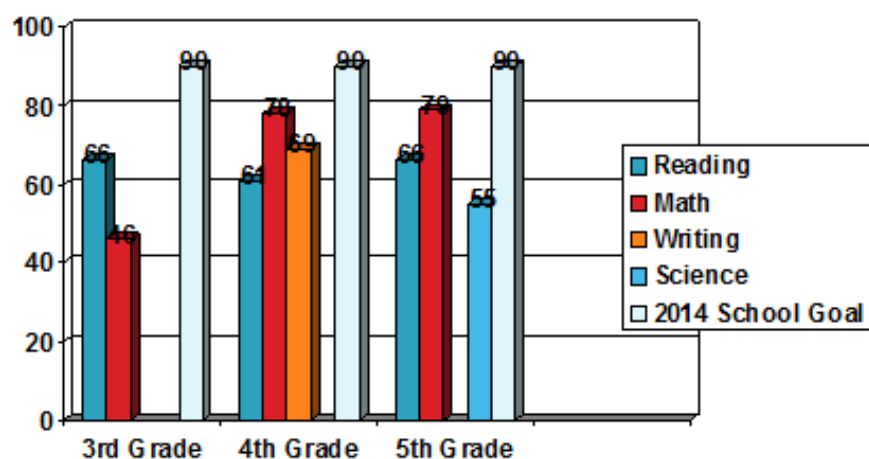
Reading-96% performed At or Above the 50%ile

Math-87% performed At or Above the 50%ile

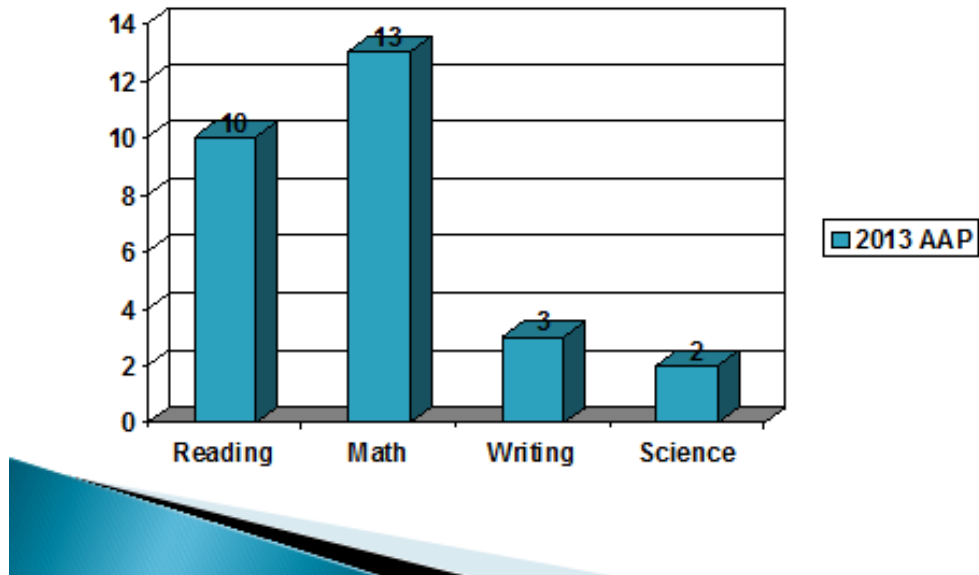
Cunningham Elementary  
2013 STAAR Data  
*AT A Glance*



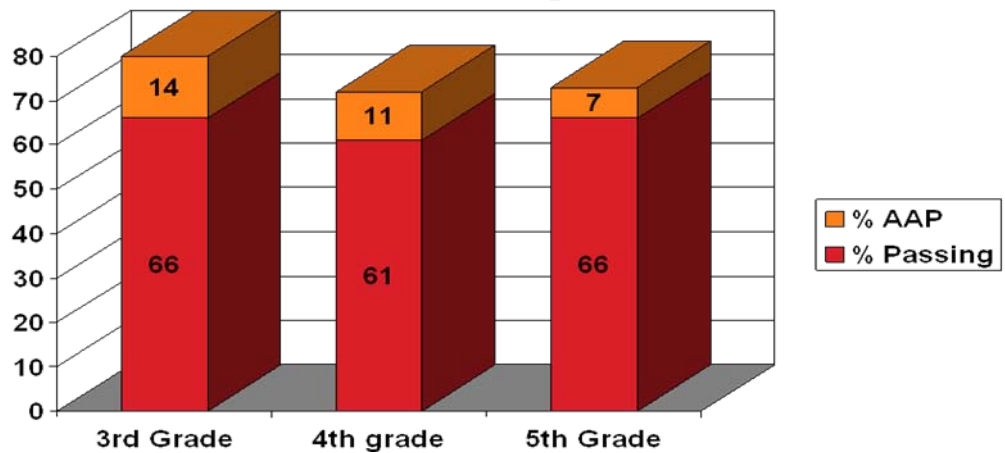
Cunningham Elementary  
2013 STAAR Data  
*by Grade Level*



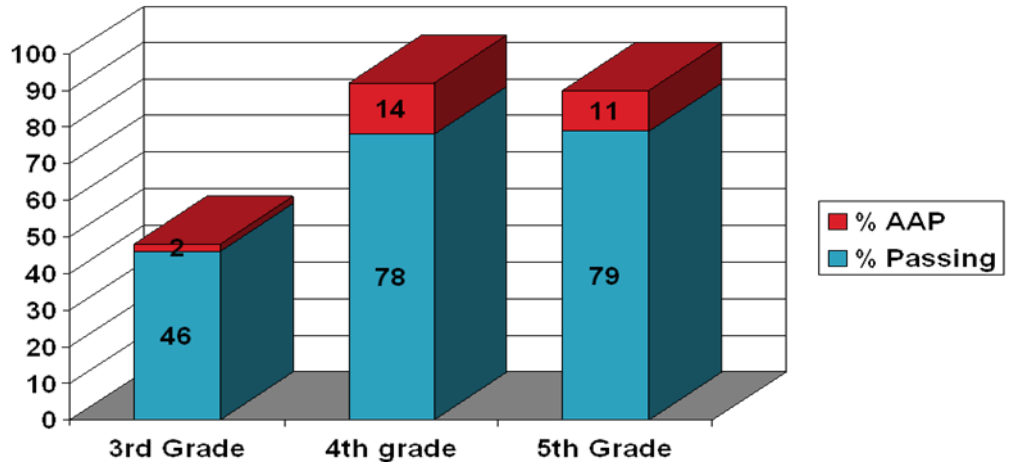
Cunningham Elementary  
**2013 STAAR Data**  
*Advanced Academic Performance*



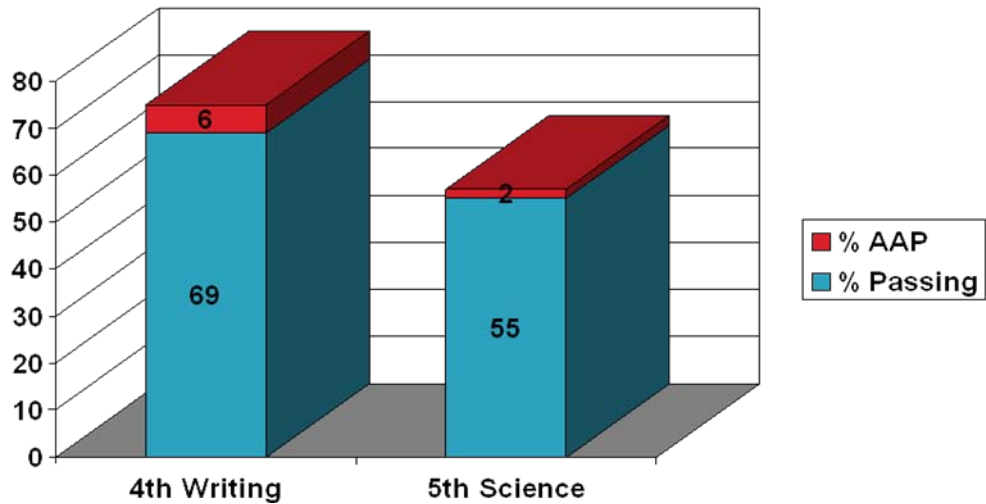
Cunningham Elementary  
**2013 STAAR Data**  
*Reading*



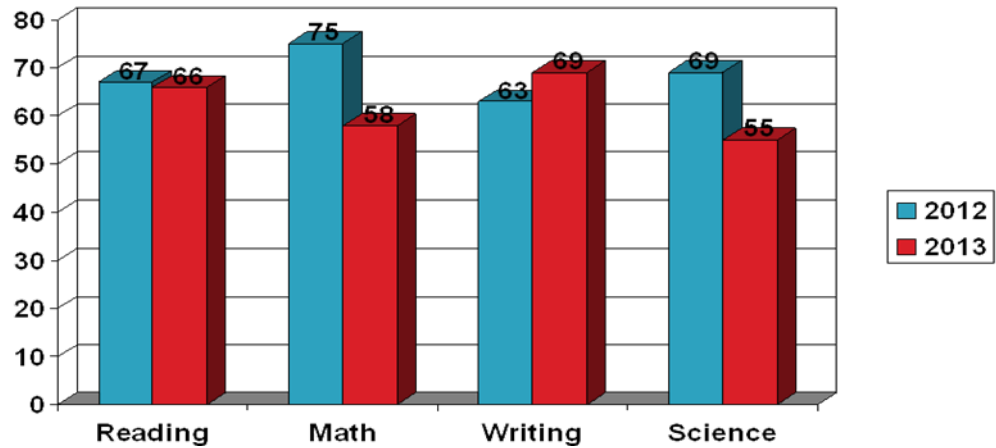
Cunningham Elementary  
**2013 STAAR Data**  
*Math*



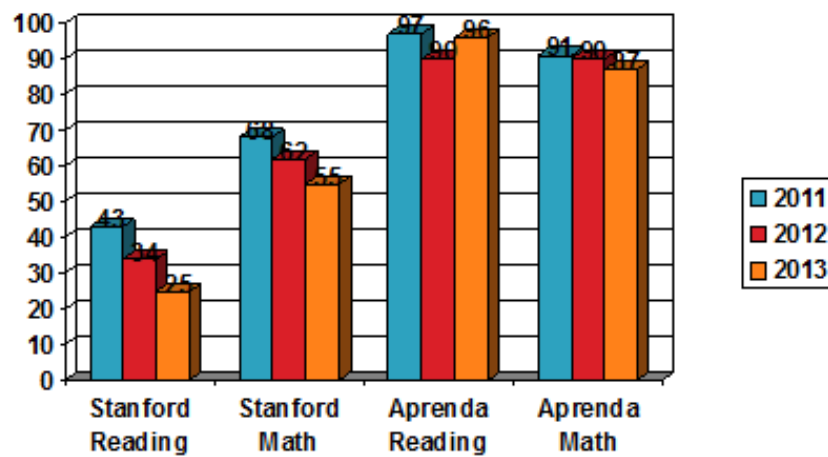
Cunningham Elementary  
**2013 STAAR Data**  
*Writing & Science*



## Measuring Progress % of Passing



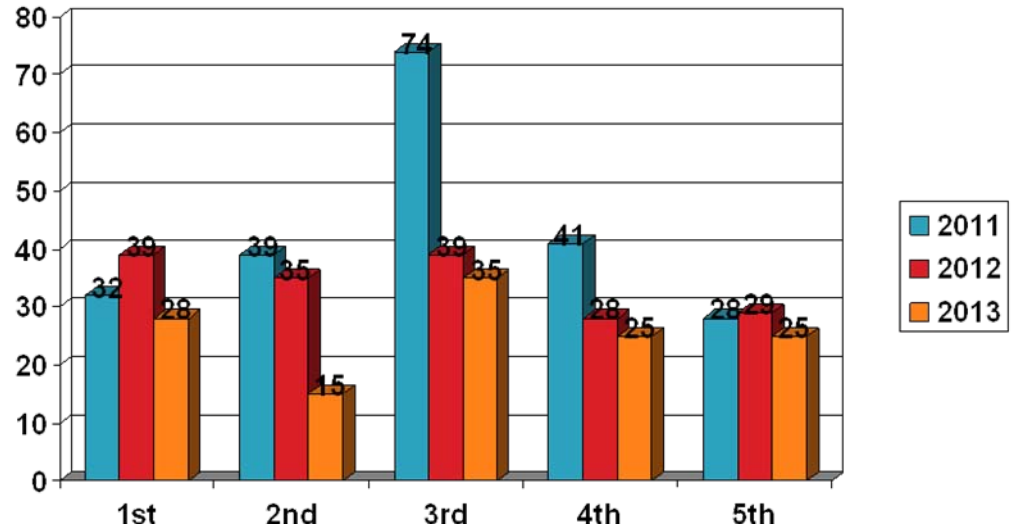
## Cunningham Elementary 2013 Overall Stanford / Aprenda Data *% of Students At or Above 50<sup>th</sup> Percentile*



Cunningham Elementary

## 2013 Reading Stanford Data

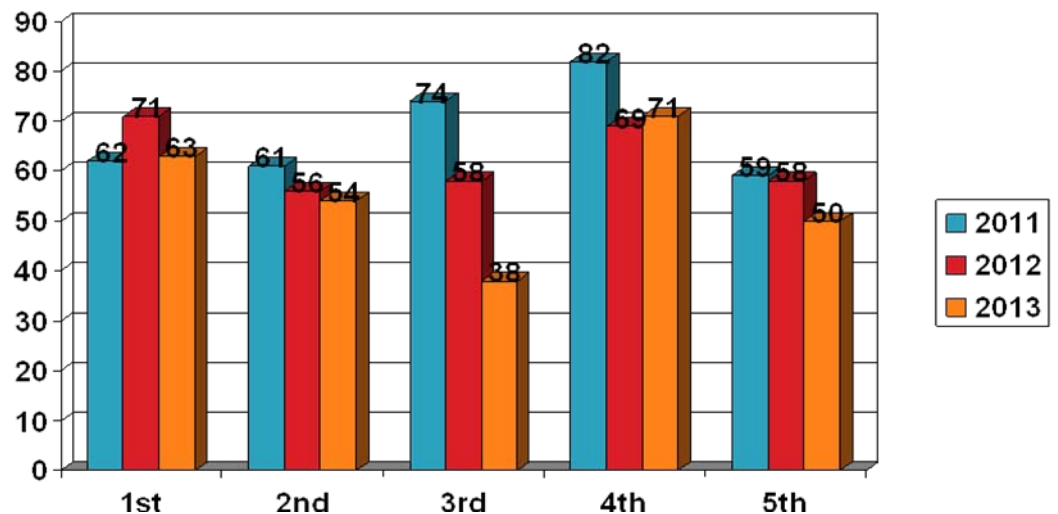
*% of Students Reading At or Above 50<sup>th</sup> Percentile*



Cunningham Elementary

## 2013 Math Stanford Data

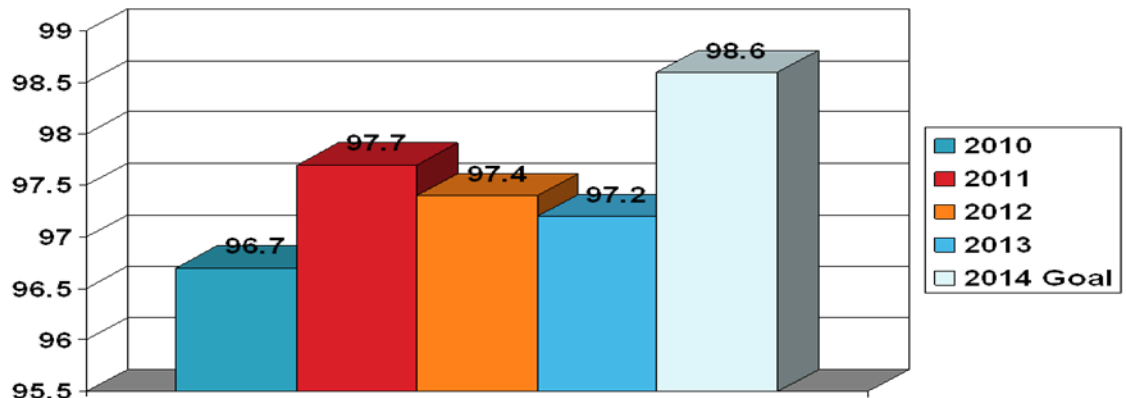
*% of Students Performing At or Above 50<sup>th</sup> Percentile*





## Demographic Data Analysis

### Cunningham Elementary Attendance History



## School Processes Analysis

### Teacher Practices:

Teachers were given training on meta-cognitive instructional strategies. They were taught how to use higher order thinking types of questions to facilitate read alouds in order to better develop students' vocabulary and comprehension. Teachers will also be taught how to create data-driven workstations in order to target each student's weaknesses. Instructional coaches and appraisers will visit classrooms on a weekly basis, to ensure that all classrooms are visited at least once a week by a coach or appraiser to ensure best practices are used consistently.

Teachers will also track data with the help of their PLC leaders and coaches in order to drive their instructional plans for the week. Math procedures and expectations were also shared with teachers, and they will be expected to create workstations aligned to the 5 reporting categories while using their data to drive their classroom workstations.

### Acts of Leadership:

Leaders are instructed to be servant leaders to ensure teachers have the support necessary to be successful. Coaches are strictly used for providing teachers with effective professional development aligned to our school's data, model lessons, and they also do walkthroughs of teacher classrooms in order to provide teachers with specific and meaningful feedback about their instructional practices. Leaders are expected to walk through classrooms weekly, and are held accountable for this by providing feedback to appraisers about their walkthroughs to administrative team. PLC leaders are held accountable for providing teachers support by ensuring they analyze data on a biweekly basis to drive instruction, and checking data binders to ensure it is getting done. PLC leaders report back to the principal directly to keep those lines of communication open in the event they need more support from administrators. PLC leaders are paid a \$1000 stipend to lead their teams to meet their team goals as well as teacher personal goals. School-wide systems and schedules are made around the uninterrupted 90-minute reading block created by the leadership team to support our overall goal of meeting our annual goals.

**Perceptions Analysis**

According to 2013 The Voice Survey , approximately 55% of students and parents who responded to the survey were satisfied with the overall school environment and education the school provides the students. However Cunningham's perception analysis of how satisfied they were with school staff was approximately 53% combined. Cunningham Staff would have been trained and held accountable for implementing procedures to improve customer service ratings. Staff will be expected to provide all stakeholders with customer service that exceeds expectations. Principal and administrative team members will also be available to hold monthly meetings with the community in order to increase the satisfaction of those students and parents Cunningham serves.