

**Houston Independent School District  
136 Cunningham Elementary School  
2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Cunningham Elementary School will collaboratively build and establish a culture of excellence and an enriching environment for life-long learners.

## Vision

Cunningham's vision is to create a safe environment that nurtures independence, critical thinkers and caring individuals.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We have an enrollment of approximately 611 students. Cunningham is one of the district's most diverse schools, serving students with 12 different home languages. Cunningham's current student population is 76% Hispanic, 18% African American, 3% Asian, and 3% White. Cunningham's African American population consists of a large percentage of students from Africa. Cunningham is a Title I school with 96% identified as economically disadvantaged, 12% identified with disabilities, and 68.6% identified as English Learners. We serve Pre-Kindergarten through fifth grade students, offering a variety of programs, such as, Bilingual, ESL, GT, PALS, SLL, Resource, and EXPLORER classes. Students attending Cunningham live within a two mile radius of the campus; however, the campus is not located in a residential area. Teachers at Cunningham have an educational range 0 to 32 years of experience and 100% of our teachers are ESL or Bilingual Certified.

### Demographics Strengths

We have an enrollment of approximately 611 students. Our population is small enough to maintain positive relationships.

Cunningham is one of the district's most diverse schools, serving students with 12 different home languages. We celebrate our differences and value what every student, family, and staff brings to our campus.

Cunningham's current student population is 76% Hispanic, 18% African American, 3% Asian, and 3% White. Cunningham's African American population consists of a large percentage of students from Africa. Students and staff are able to engage with others that come from a diverse background and bring different perspectives to the learning environment.

Cunningham is a Title I school with 96% identified as economically disadvantaged, 12% identified with disabilities, and 68.6% identified as English Learners. We pride ourselves in developing systems to meet the needs of each student. We work together with student families to develop a plan of success.

We serve Pre-Kindergarten through fifth grade students, offering a variety of programs, such as, Bilingual, ESL, GT, PALS, SLL, Resource, and EXPLORER classes. Every classroom has an English Learner; therefore, every classroom embeds ESL strategies and sheltered instruction. We have a highly effective SPED System and RTI/IAT Process that allows us to stay in compliance with federal and state, as well as respond immediately to Tier 2 and Tier 3 students that are not SPED identified.

Students attending Cunningham live within a two mile radius of the campus; however, the campus is not located in a residential area. Most of our students are driven by a vehicle because the campus is surrounded by busy-high traffic streets. This allows our campus the ability to meet the parents, greet students, and learn their personalities before the instructional day begins.

Teachers at Cunningham have an educational range 0 to 32 years of experience and 100% of our teachers are ESL or Bilingual Certified. The range in education and experience brings a volume of diversity to our campus.

## **Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1 (Prioritized):** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Problem of Practice 2 (Prioritized):** Students are not mastering grade level instruction. **Root Cause:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.

**Problem of Practice 3 (Prioritized):** English Learners that perform that master Bilingual Classes do not always transition well to ESL Classes. **Root Cause:** Teachers need to effectively plan and implement the ESL Block daily, embed sheltered instruction, and ESL strategies.

# Student Learning

## Student Learning Summary

2018-2019 Cunningham Elementary STAAR Domain results: Domain 1:65 D - met standards, Domain 2:72 C - met standards, Domain 3:66 D - met standards. The 2018-2019 Overall Rating was a C (70) - Cunningham Met Standards and earned a Distinction in Reading.

2020-2021 Cunningham Elementary STAAR results and goals: STAAR Reading increase from 60% approaches, 35% meets, and 18% masters to 64% approaches, 35% meets, and 20% masters. STAAR Math increase from 48% approaches, 16% meets, and 10% masters to 52% approaches, 18% meets, and 12% masters. STAAR Science increase from 37% approaches, 13% meets, and 5% masters to 45% approaches, 15% meets, and 7% masters.

2020-2021 Telpas Progress Rate was 74% (Target Met) 2021-2022 Telpas Goal is to increase to 76% Progress Rate.

## Student Learning Strengths

Students are well behaved and follow teacher directions.

Students are eager to learn and curious about new learning.

Students interact positively with students and staff.

Students engage in learning activities and have a genuine desire to participate.

Second grade bilingual students performed well on assessments in first grade.

Fifth grade ESL students performed well on assessments in fourth grade.

Students have performed higher in Literacy and Telpas than Math and Science.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1 (Prioritized):** Students are not mastering grade level instruction. **Root Cause:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.

**Problem of Practice 2 (Prioritized):** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Problem of Practice 3 (Prioritized):** Classroom systems are not always consistent. **Root Cause:** Classroom system expectations need to be monitored on a consistent basis, provided feedback, and immediate support.

**Problem of Practice 4 (Prioritized):** English Learners that perform that master Bilingual Classes do not always transition well to ESL Classes. **Root Cause:** Teachers need to effectively plan and implement the ESL Block daily, embed sheltered instruction, and ESL strategies.

# School Processes & Programs

## School Processes & Programs Summary

We have an enrollment of approximately 600 students. Cunningham is one of the district's most diverse schools, serving students with 12 different home languages. Cunningham's current student population is 79% Hispanic, 15% African American, 3% Asian, and 3% White. Cunningham's African American population consists of a large percentage of students from Africa. Cunningham is a Title I school with 96% identified as economically disadvantaged, 12% identified with disabilities, and 68.6% identified as English Learners. We serve Pre-Kindergarten through fifth grade students, offering a variety of programs, such as, Bilingual, ESL, GT, PALS, SLL, Resource, and EXPLORER classes. Students attending Cunningham live within a two mile radius of the campus; however, the campus is not located in a residential area. Staff members live in the Houston and surrounding areas. Cunningham's teachers have a range of 0 to 32 years of educational experience, and has an ESL or a Bilingual Certification.

Faculty and staff is empowered by trainings and nominated for roles that lead or coordinate activities or systems. Teachers are supported by mentors, buddies, grade level chairs, Career Pathway Leaders, Teacher Leaders, Teacher Specialist, and Principal. Teachers are encouraged to provide input and participate in committees that meet for decision making.

## School Processes & Programs Strengths

Cunningham has a positive culture among students and staff.

Cunningham has a Master Schedule that maximizes learning.

Cunningham has embedded an ESL Block in all PreK through Fifth Grade Classes.

Cunningham has a morning SEL (Social Emotional Block) daily.

Cunningham supports teachers by respecting their planning time, holding meaningful PLC's, and providing needed resources for instruction.

Cunningham uses daily announcements to encourage faculty and staff to contribute to a positive campus environment.

Cunningham uses weekly staff newsletters to highlight exemplar work of teachers and staff.

Cunningham highlights monthly teachers and staff members with VIP parking and appreciation gifts.

Cunningham provides a Tiered System of support for all faculty and staff.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** Classroom systems are not always consistent. **Root Cause:** Classroom system expectations need to be monitored on a consistent basis, provided feedback, and immediate support.

**Problem of Practice 2 (Prioritized):** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Problem of Practice 3 (Prioritized):** Students are not mastering grade level instruction. **Root Cause:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.

**Problem of Practice 4 (Prioritized):** English Learners that perform that master Bilingual Classes do not always transition well to ESL Classes. **Root Cause:** Teachers need to effectively plan and implement the ESL Block daily, embed sheltered instruction, and ESL strategies.



# Perceptions

## Perceptions Summary

We believe we have the faculty and staff needed to nurture our students to their greatest potential. It is our goal to provide a solid foundation that will set our students up for success for secondary education. We will partner with our Wraparound Specialist, assigned TDS, assigned DDI, multilingual department, and the curriculum department, to help support our school goals. Cunningham's vision is to create a safe environment that nurtures independence, critical thinkers and caring individuals. Our mission is to collaboratively build a culture of excellence and an enriching environment for life-long learners. We value our student families and we understand the importance of working together to ensure every student has a positive and successful elementary foundation. Our 2021-2022 Theme: We are going for the GOLD! Cunningham Colts are champions! We will continue to serve our students, staff, and community with love and compassion; contributing to a positive social emotional environment for everyone.

## Perceptions Strengths

We appreciate and value the diversity on our campus.

We highlight and celebrate our differences and support how they make us unique and beautiful.

We nurture and support the challenges our English Learners face while transitioning to English Proficiency.

We communicate with students and families using our two most used student languages; English and Spanish.

We communicate with student, families, and staff using social emotional intelligence (SEL).

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1 (Prioritized):** English Learners that perform that master Bilingual Classes do not always transition well to ESL Classes. **Root Cause:** Teachers need to effectively plan and implement the ESL Block daily, embed sheltered instruction, and ESL strategies.

**Problem of Practice 2 (Prioritized):** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Problem of Practice 3 (Prioritized):** Students are not mastering grade level instruction. **Root Cause:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.

# Priority Problems of Practice

**Problem of Practice 3:** Students are not mastering grade level instruction.

**Root Cause 3:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.

**Problem of Practice 3 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem of Practice 1:** Students are academically below grade level.

**Root Cause 1:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Problem of Practice 1 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem of Practice 2:** English Learners that perform that master Bilingual Classes do not always transition well to ESL Classes.

**Root Cause 2:** Teachers need to effectively plan and implement the ESL Block daily, embed sheltered instruction, and ESL strategies.

**Problem of Practice 2 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem of Practice 4:** Classroom systems are not always consistent.

**Root Cause 4:** Classroom system expectations need to be monitored on a consistent basis, provided feedback, and immediate support.

**Problem of Practice 4 Areas:** Student Learning - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Board Goals

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** By May 2022, 80% of K-5th grade students will show growth of at least two reading levels in their benchmark running records.





**Strategic Priorities:** Expanding Educational Opportunities, Increasing Organizational Efficiency

**Measurable Objective 1:** By implementing weekly reading small group interventions, at least 80% of students in K-3 grades will increase two reading levels on benchmark running records.

**Evaluation Data Sources:** BOY, MOY, EOY Running Records, guided reading data

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus assessment data analysis and data analysis meetings with administrators, teachers, and assigned DDI.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use data binders to drive instruction. School data will show growth in benchmark assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will be responsible for planning PLC meetings and scheduling data checks.</p> <p><b>Action Steps:</b> 1. Schedule RR Progress Monitoring 2. Schedule Running Records 3. PLC calendar will be created. 2. Track teachers data binders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Paper, posters, and ink (black and color) - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide guided reading PD for all teachers that focuses on using data and best practices for each reading level.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show reading growth improved fluency, and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Literacy specialist, admin, TDS</p> <p><b>Action Steps:</b> 1. Provide guided reading binders 2. Provide guided reading training 3. Model and observe teachers 4. PLC check ins to view guided reading binders and track data</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Paper and ink - GR Binder and Assessments - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implementation of Guided Reading and best practices for each reading during the instructional block and intervention block.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show reading growth improved fluency, and comprehension.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p><b>Action Steps:</b> 1. Data analysis 2. Grouping of students 3. Reading intervention planning 4. Reading intervention implementation 5. Monitor student reading progress</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Paper and ink - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000, Literacy Now Consulting Tutors - 2110000000 - Title 1 Basic Programs - 6200 - Contracted Services - \$35,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Measurable Objective 1 Problems of Practice:**

Demographics
<p><b>Problem of Practice 1:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p> <p><b>Problem of Practice 2:</b> Students are not mastering grade level instruction. <b>Root Cause:</b> Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.</p>

## Demographics

**Problem of Practice 3:** English Learners that perform that master Bilingual Classes do not always transition well to ESL Classes. **Root Cause:** Teachers need to effectively plan and implement the ESL Block daily, embed sheltered instruction, and ESL strategies.

## Student Learning

**Problem of Practice 1:** Students are not mastering grade level instruction. **Root Cause:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Problem of Practice 3:** Classroom systems are not always consistent. **Root Cause:** Classroom system expectations need to be monitored on a consistent basis, provided feedback, and immediate support.

**Problem of Practice 4:** English Learners that perform that master Bilingual Classes do not always transition well to ESL Classes. **Root Cause:** Teachers need to effectively plan and implement the ESL Block daily, embed sheltered instruction, and ESL strategies.

## School Processes & Programs

**Problem of Practice 1:** Classroom systems are not always consistent. **Root Cause:** Classroom system expectations need to be monitored on a consistent basis, provided feedback, and immediate support.

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

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**Problem of Practice 4:** English Learners that perform that master Bilingual Classes do not always transition well to ESL Classes. **Root Cause:** Teachers need to effectively plan and implement the ESL Block daily, embed sheltered instruction, and ESL strategies.

## Perceptions

**Problem of Practice 1:** English Learners that perform that master Bilingual Classes do not always transition well to ESL Classes. **Root Cause:** Teachers need to effectively plan and implement the ESL Block daily, embed sheltered instruction, and ESL strategies.

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Problem of Practice 3:** Students are not mastering grade level instruction. **Root Cause:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.



**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 2:** By June 2022, Reading STAAR results will increase from 60% to 72% in approaches, maintain 35% meets, and increase from 18% to 20% in masters.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** By utilizing Imagine Lang and Literacy, 50% of Tier 2 and 3 students in grades 1-5 will increase ONE category in Lang and Literacy progress graph by May 27, 2022.

**Evaluation Data Sources:** Imagine Language Data, Ren 360

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus Intervention block at the end of the day will be utilized to work with tier 2 and tier 3 students. Students will login to Imagine Learning weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> 50% of Tier 3 students will move into Tier 2 and 50% of Tier 2 students will move into Tier 1 category.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, Tier 2 and Tier 3 Leaders</p> <p><b>Action Steps:</b> 1. Identify Tier 2 and Tier 3 students 2. Campus wide device check off 3. PLC Data check ins 4. Individual tier 2 and tier 3 plans</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> Focus Kits - 2110000000 - Title 1 Basic Programs - 6300 - Supplies and Materials - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All Tier 2 and Tier 3 students will log into Imagine Learning weekly to complete 20 to 30 passed lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Data will show students progress in completing 20-30 lessons on Imagine Learning by the end of the year.</p>	Formative			Summative
	Nov	Jan	Mar	June

**Staff Responsible for Monitoring:** Administrators, teachers, and IAT Liaison

- Action Steps:** 1. Identify Tier 2 and Tier 3 students  
2. Campus wide device schedule  
3. PLC Data check ins  
4. Individual tier 2 and tier 3 plans

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math -  
**Targeted Support Strategy - Additional Targeted Support Strategy**



No Progress



Accomplished



Continue/Modify



Discontinue

**Measurable Objective 1 Problems of Practice:**

**Demographics**

**Problem of Practice 1:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Student Learning**

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**School Processes & Programs**

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Perceptions**

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1:** By May 2022, 70% of all 1-5 grade students will reach their EOY Renaissance 360 growth goals as determined by Ren 360 BOY instructional goal settings.





**Strategic Priorities:** Expanding Educational Opportunities, Increasing Organizational Efficiency

**Measurable Objective 1:** By May 2022, 70% of all 1-5 grade students will reach their EOY Renaissance 360 growth goals as determined by Ren 360 BOY instructional goal settings.

**Evaluation Data Sources:** STAAR results, Formative Assessments, Universal Screener Data, Progress Monitoring Data

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All math instructional blocks will include effective instruction of research-based math strategies, daily math routines, and number talks in order to strengthen Tier I instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 70% of all 3rd-5th grade students will meet math growth goals set by BOY Renaissance 360, increasing math STAAR achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, TDS, Teacher specialist, classroom teachers, Teacher leaders</p> <p><b>Action Steps:</b> 1. Administration, TDS and teacher leaders will provide professional development in effective math instructional strategies, math routines, and number talks.                  2. Administration will conduct walkthroughs to monitor effective math instructional block implementation, and give regular feedback.                  3. Teachers will share instructional strategies during at-bats and analyze student formative assessment data and progress monitoring data.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers analyze formative assessment data to plan for reteaching and intervention during small group times and during the schoolwide intervention block.</p> <p><b>Strategy's Expected Result/Impact:</b> Student skill gaps are addressed so that all students show improvement in frequently distributed math TEKS on formative assessments, and meet math growth goals on EOY Ren 360.</p> <p><b>Staff Responsible for Monitoring:</b> Administration team, Math specialist, Teacher leaders, Classroom Teachers</p> <p><b>Action Steps:</b> 1. Administration conducts PLCs to guide teachers in analyzing formative assessment math data. 2. Teachers plan small groups based on frequently distributed TEKS commonly missed on formative assessments. 3. Teachers are trained in research-based intervention programs, and implement these programs during the schoolwide intervention block. 4. Administration monitors small group instruction and intervention block instruction to ensure fidelity of effective practice and research-based intervention programs.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implementation of Guided Math and best practices for math during the instructional block and intervention block.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase one category in Imagine Math, improving their overall math achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Teacher leaders, teacher specialists, administration</p> <p><b>Action Steps:</b> 1. Administration will ensure that students have access to technology in the classroom in order to complete 60 minutes of Imagine math. 2. Administration and teacher leaders will lead data analysis PLCs to analyze student data and Imagine math data in order to plan effective intervention and small group lessons. 3. Student usage will be monitored by administration and classroom teachers to ensure that students are receiving 60 minutes of Imagine Math per week.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Measurable Objective 1 Problems of Practice:**

Demographics
<p><b>Problem of Practice 1:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>
<p><b>Problem of Practice 2:</b> Students are not mastering grade level instruction. <b>Root Cause:</b> Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.</p>

### Student Learning

**Problem of Practice 1:** Students are not mastering grade level instruction. **Root Cause:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

### School Processes & Programs

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Problem of Practice 3:** Students are not mastering grade level instruction. **Root Cause:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.

### Perceptions

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Problem of Practice 3:** Students are not mastering grade level instruction. **Root Cause:** Students need effective first line of instruction, with engaging activities, and meaningful assessments for learning.

**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 2:** By June 2022, Math STAAR results will increase from 48% to 68% in Approaches, increase from 16% to 34% in Meets, and increase from 10% to 18% in Masters.





**Strategic Priorities:** Transforming Academic Outreach

**Measurable Objective 1:** By utilizing Imagine Math, 50% of Tier 2 and 3 students in grades 1-5 will increase ONE category in their progress graph by May 27, 2022.

**Evaluation Data Sources:** Imagine Math data

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All PK-2 students will complete 60 minutes of Imagine Math each week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase one category in Imagine Math, improving their overall math achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Teacher leaders, teacher specialists, administration</p> <p><b>Action Steps:</b> 1. Administration will ensure that students have access to technology in the classroom in order to complete 60 minutes of Imagine math.            2. Administration and teacher leaders will lead data analysis PLCs to analyze student data and Imagine math data in order to plan effective intervention and small group lessons.            3. Student usage will be monitored by administration and classroom teachers to ensure that students are receiving 60 minutes of Imagine Math per week.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers analyze formative assessment data to plan for reteaching and intervention during small group times and during the schoolwide intervention block.</p> <p><b>Strategy's Expected Result/Impact:</b> Students math skills, foundation in math, and math fluency will increase. Data will show students progress in completing 20-30 lessons on Imagine Learning by the end of the year. Utilize Imagine Math for an hour a week and with obtaining 30 passed lessons</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and administrators</p> <p><b>Action Steps:</b> 1. Data analysis 2. Schedule Imagine 3. Monitor progress</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 1 Problems of Practice:**

<b>Demographics</b>
<p><b>Problem of Practice 1:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>
<b>Student Learning</b>
<p><b>Problem of Practice 2:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem of Practice 2:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>
<b>Perceptions</b>
<p><b>Problem of Practice 2:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>

**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.





**Goal 1: SCHOOL PROGRESS**

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** By June 2022, English Learners that will grow one proficiency level on TELPAS Assessment will increase from 74% to 75%.

**Evaluation Data Sources:** TELPAS Assessment

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will develop learning objectives and lessons that incorporate, the TEKS, the TASKS, and ELPS.  <b>Strategy's Expected Result/Impact:</b> ELPS embedded in all lessons.                      Increase language development.  <b>Staff Responsible for Monitoring:</b> Teachers  <b>Action Steps:</b> Plan daily lessons with ELPS development.    <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All ESL and Bilingual classrooms will instruct English development during a campus-wide ESL Block.  <b>Strategy's Expected Result/Impact:</b> ESL Blocks will be planned and implemented daily.                      Students English proficiency will increase.  <b>Staff Responsible for Monitoring:</b> Teachers  <b>Action Steps:</b> Teachers will include the ESL Block in the weekly lesson plans.    <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				



**Board Goal 4: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.





**Goal 1:** By May 2022, 100% of students will receive meaningful and documented interventions, including Tier II and Tier III students in reading and math, and students identified as dyslexic or SPED, as measured by progress monitoring data.

**Strategic Priorities:** Transforming Academic Outreach

**Measurable Objective 1:** By May 2022, 100% of students with disabilities who receive academic instruction in the general education setting will receive specific, targeted interventions as outlined by student IEPs.

**Evaluation Data Sources:** Classroom observations, formative assessments, STAAR, universal screener; progress monitoring

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All SPED students will be provided instruction incorporating appropriate differentiation strategies in the general education setting.</p> <p><b>Strategy's Expected Result/Impact:</b> All SPED students will meet at least 70% progress on targeted IEP goals.</p> <p><b>Staff Responsible for Monitoring:</b> General education teachers, SPED teachers, SPED chair, SPED teachers assistants</p> <p><b>Action Steps:</b> 1. SPED Chair will distribute IEPs and deliver PD on implementing accommodations and modifications in the classroom.                  2. SPED chair and SPED teachers will review IEP progress with teachers at every report card cycle (6 weeks) and give teachers feedback.                  3. Teachers will adjust accommodations and modifications based on IEP progress reports.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Measurable Objective 1 Problems of Practice:**

Demographics
<p><b>Problem of Practice 1:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>

### Student Learning

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

### School Processes & Programs

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

### Perceptions

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Measurable Objective 2:** By May 2022, 100% of Tier II and Tier III students will receive 90-120 minutes of targeted interventions in reading and math, and teachers will successfully progress monitor and document these interventions, as shown by meeting growth goals on the EOY Renaissance 360.

**Evaluation Data Sources:** Universal Screener, progress monitoring tools, formative assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using the new school wide intervention block and progress monitoring system, teachers will ensure that all Tier II and Tier III students receive 90-120 minutes of reading and/or math intervention, and monitor and adjust interventions based on student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> All Tier II and Tier III students will reach their projected reading and/or math growth goals set at the beginning of the year through Renaissance 360.</p> <p><b>Staff Responsible for Monitoring:</b> IAT Chair, 504 Chair, SPED Chair, Teacher specialists, Principal, school counselor, classroom teachers, interventionists.</p> <p><b>Action Steps:</b> 1. IAT Chair and IAT department will provide PD for the new progress monitoring system, including training for research-based intervention programs.                  2. All content area classroom teachers will participate in data analysis PLCs every 6-8 weeks to analyze student progress and plan effective interventions for Tier II and Tier III students.                  3. Teachers will adjust targeted interventions based on progress monitoring data.                  4. Administration will observe interventions to assess effectiveness through classroom walkthroughs and evaluations.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Measurable Objective 2 Problems of Practice:

<b>Demographics</b>
<b>Problem of Practice 1:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.
<b>Student Learning</b>
<b>Problem of Practice 2:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.
<b>School Processes &amp; Programs</b>
<b>Problem of Practice 2:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.
<b>Perceptions</b>
<b>Problem of Practice 2:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Measurable Objective 3:** 100% of dyslexia students will receive 180 minutes per week of district-approved dyslexia intervention by trained staff members, as evidenced by one year's annual growth on dyslexia progress reports.

**Evaluation Data Sources:** Dyslexia progress reports; EOY BRR levels

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> SPED Chair, reading interventionists, and teacher specialists will be trained in district-approved dyslexia intervention programs, and administer these interventions to all dyslexia students 4 times a week, for 45 minutes.</p> <p><b>Strategy's Expected Result/Impact:</b> Dyslexia students will demonstrate a year's growth on dyslexia progress monitoring data, and increase their guided reading level by at least one grade level.</p> <p><b>Staff Responsible for Monitoring:</b> SPED Chair, Reading interventionist, Teacher specialists, Administration</p> <p><b>Action Steps:</b> 1. All appropriate staff will be trained in either Reading by Design, Esperanza, or BLS programs.            2. Staff administering dyslexia interventions will instruct students 4 times a week for 45 minutes, and appropriately document all progress monitoring based on district requirements.            3. SPED Chair and SPED Administrator will review progress monitoring data periodically to adjust instruction where needed and ensure growth.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Measurable Objective 3 Problems of Practice:**

### Demographics

**Problem of Practice 1:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

### Student Learning

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

### School Processes & Programs

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

### Perceptions

**Problem of Practice 2:** Students are academically below grade level. **Root Cause:** Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.

**Board Goal 5:** N/A - Additional Campus Goals





**Goal 1: ATTENDANCE:** To increase the attendance rate from 96.53% to 98.0% from June 2021 to June 2022.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** To increase the attendance rate from 96.53% to 98.0% from June 2021 to June 2022.

**Evaluation Data Sources:** Student attendance records and excessive absence reports

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor attendance and communicate with teachers and parents on a weekly basis regarding attendance concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Monitor attendance and absences. Respond within 48 hours of students with repeated absences or excessive absences.</p> <p><b>Staff Responsible for Monitoring:</b> Registrar, teachers, front office staff, administrators, counselor, nurse, and wrap around specialist.</p> <p><b>Action Steps:</b> 1. Communicate with teachers. 2. Communicate with registrar. 3. Communicate with parents. 4. Have monthly committee meetings regarding excessive absences. 5. Respond and follow up to attendance concerns.</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Measurable Objective 1 Problems of Practice:**

<b>Student Learning</b>
<p><b>Problem of Practice 3:</b> Classroom systems are not always consistent. <b>Root Cause:</b> Classroom system expectations need to be monitored on a consistent basis, provided feedback, and immediate support.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem of Practice 1:</b> Classroom systems are not always consistent. <b>Root Cause:</b> Classroom system expectations need to be monitored on a consistent basis, provided feedback, and immediate support.</p>

**Board Goal 5:** N/A - Additional Campus Goals





**Goal 2: DISCIPLINE:** By June 2022, Cunningham students will have a zero Out of School Suspensions.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** By June 2022, Cunningham students will have a zero Out of School Suspensions.

**Evaluation Data Sources:** Discipline data shows zero Out of School Suspensions in 2020 -2021.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase awareness and promote a safe learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness and promote a safe learning environment will educate faculty, staff, and students on how to appropriately respond and contribute to support a safe learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> All faculty and staff</p> <p><b>Action Steps:</b> 1. Have 100% of staff will participate in SEL training. 2. Have 100% of students will watch Anti-Bullying and Cyberbullying Videos. 3. Have 100% of our staff will receive Bullying Prevention and De-escalation SEL training.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 3: VIOLENCE PREVENTION:** 100% of staff will promote a bully-free campus-wide initiatives by increasing bullying awareness during the 2021-2022 school year.


**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being


**Measurable Objective 1:** 100% of staff will promote a bully-free campus-wide initiatives by increasing bullying awareness during the 2021-2022 school year.


**Evaluation Data Sources:** Family and students perception of violence and safety on campus according to the survey collected at the end 2020-2021 shows increase from 90% to 95%


**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide a positive classroom that promotes students safety and detect and report child abuse, suicide prevention, and bullying to ensure student emotional well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide a positive classroom that promotes students safety and detect and report child abuse, suicide prevention, and bullying to ensure student emotional well-being, to bring awareness to possible issues and decrease the response time to resolve them.</p> <p><b>Staff Responsible for Monitoring:</b> All faculty and staff.</p> <p><b>Action Steps:</b> 1. Provide PD to staff on identification and response steps. 2. Communicate daily to students and staff campus expectations. 3. Respond and follow up with concerns.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Board Goal 5:** N/A - Additional Campus Goals

**Goal 4:** SPECIAL EDUCATION

**Strategic Priorities:** Transforming Academic Outreach







**Board Goal 5:** N/A - Additional Campus Goals

**Goal 5:** SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach

**Measurable Objective 1:** Our 2022 TELPAS data will show student growth by at least one proficiency from 2021 data to 2022 data from 69%-70% in first grade, 21%-24% in 2nd grade, 45%-50% in 3rd grade, 36%-40% in 4th grade and 36%-40% in 5th grade.

**Evaluation Data Sources:** TELPAS, ELD

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will implement school wide ESL block with focus on word study.  <b>Strategy's Expected Result/Impact:</b> Students ELD will show student growth.  <b>Staff Responsible for Monitoring:</b> Admin, LPAC  <b>Action Steps:</b> 1. Neuhaus training                      2. ESL block added to master schedule                      3. Walkthrough during ESL block</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implementation of ELPs and TEKS school wide objectives  <b>Strategy's Expected Result/Impact:</b> Targeted instruction for EL students  <b>Staff Responsible for Monitoring:</b> Admin  <b>Action Steps:</b> 1. PD on objective/ELP implementation                      2. Classroom walkthroughs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Board Goal 5:** N/A - Additional Campus Goals





**Goal 6: PARENT and COMMUNITY ENGAGEMENT:** Increase the total number of family and community volunteers from to 20 during the 2021-2022 school year.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Increase the total number of family and community volunteers from to 20 during the 2021-2022 school year.

**Evaluation Data Sources:** Based on our internal data, there is clear indication that our parents are not consistent in their level of participation in school and community engagement.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule and promote parent involvement on a monthly basis, through home flyers, the school website, and Class Dojo.</p> <p><b>Strategy's Expected Result/Impact:</b> Have a minimum of 250+ parents attending (Virtual Open House, Parent University, Literacy Night, Math/Science Night) that educates parents. Increase PTO membership from 10 to a minimum of 20 members.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, teachers, and front office staff.</p> <p><b>Action Steps:</b> 1. Schedule events 2. Promote events 3. Provide meaningful information</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Board Goal 5:** N/A - Additional Campus Goals

**Goal 7: MANDATED HEALTH SERVICES:** The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE Alicia Purnell Casey





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 &amp; 7), Hearing Screening (Grades PK, K, 1, 3, 5, &amp; 7), Type 2 Diabetes (Grades 1, 3, 5, &amp; 7), Spinal Screening (Grades 6 &amp; 9), Medication Administration and AED Maintenance Checks.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and medical backup team</p> <p><b>Action Steps:</b> 1. Schedule health related screenings 2. Communicate schedule with teachers 3. Complete screenings and follow up when necessary</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 2:** VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Vision screening records for all applicable students completed by SCHOOL NURSE: Ms. Alicia Purnell Casey.

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule VISION SCREENING at Grades PK, K, 1, 3, 5, &amp; 7 by December 10, 2021.</p> <p><b>Strategy's Expected Result/Impact:</b> VISION SCREENING at Grades PK, K, 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and medical backup team</p> <p><b>Action Steps:</b> 1. Schedule health related screenings 2. Communicate schedule with teachers 3. Complete screenings and follow up when necessary</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 3:** HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Alicia Purnell Casey

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule HEARING SCREENING for Grades PK, K, 1, 3, 5, &amp; 7 by December 10, 2021.</p> <p><b>Strategy's Expected Result/Impact:</b> HEARING SCREENING at Grades PK, K, 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and medical backup team</p> <p><b>Action Steps:</b> 1. Schedule health related screenings 2. Communicate schedule with teachers 3. Complete screenings and follow up when necessary</p> <p><b>Title I Schoolwide Elements: 2.6 - TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 4:** TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE:

Estimated number of students to be screened:

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule TYPE 2 DIABETES SCREENING for Grades 1, 3, 5, &amp; 7 by December 10, 2021.</p> <p><b>Strategy's Expected Result/Impact:</b> TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, &amp; 7 will be completed by a certified school nurse or screener on or before December 10, 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and medical backup team</p> <p><b>Action Steps:</b> 1. Schedule health related screenings 2. Communicate schedule with teachers 3. Complete screenings and follow up when necessary</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 5:** SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION:

Estimated number of students to be screened:





Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule SPINAL SCREENING at Grades 6 &amp; 9 will be completed by a certified school nurse or screener on or before February 2, 2022.</p> <p><b>Strategy's Expected Result/Impact:</b> SPINAL SCREENING at Grades 6 &amp; 9 will be completed by a certified school nurse or screener on or before February 2, 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and medical backup team</p> <p><b>Action Steps:</b> 1. Schedule health related screenings 2. Communicate schedule with teachers 3. Complete screenings and follow up when necessary</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 6:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.





**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Schedule MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.</p> <p><b>Strategy's Expected Result/Impact:</b> MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and medical backup team</p> <p><b>Action Steps:</b> 1. Schedule health administrations 2. Communicate schedule with teachers 3. Complete daily administrations and follow up when necessary</p> <p><b>Title I Schoolwide Elements: 2.6 - TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Measurable Objective 7:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED:  
Number of AEDs on campus:

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Manage AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.</p> <p><b>Strategy's Expected Result/Impact:</b> AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse, plant operator, and medical backup designee</p> <p><b>Action Steps:</b> 1. Schedule maintenance checks 2. Document maintenance checks 3. Follow up immediately when maintenance is necessary</p> <p><b>Title I Schoolwide Elements: 2.6 - TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Board Goal 5:** N/A - Additional Campus Goals





**Goal 8:** COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** Manage COORDINATED HEALTH PROGRAM: The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement during the 2021-2022 school year.

**Evaluation Data Sources:** COORDINATED HEALTH PROGRAM guidelines and schedule.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> COORDINATED HEALTH PROGRAM: The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement during the 2021-2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> COORDINATED HEALTH PROGRAM: The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement during the 2021-2022 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and medical backup team</p> <p><b>Action Steps:</b> 1. Analyze Health Programs 2. Assess and respond to students and staff requiring health services.</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Board Goal 5:** N/A - Additional Campus Goals

**Goal 9:** OTHER UNMET (If applicable)

**Measurable Objective 1:** By June 2022, Science STAAR results will increase from 37% to 60% in approaches, increase from 13% to 30% in meets, and increase from 10% to 20% in masters.

**Evaluation Data Sources:** Science STAAR results for 5th graders

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of all fifth graders will receive weekly Core Enrichment lessons in Science and hands on experiments.  <b>Strategy's Expected Result/Impact:</b> Scheduled weekly lessons and monthly hands on experiments.  <b>Staff Responsible for Monitoring:</b> Ms. Dilegge  <b>Action Steps:</b> Scheduling and planning lessons and hands on experiments that align with Lead4ward resources and HISD curriculum.   <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Comprehensive Support Strategy</b>  <b>Funding Sources:</b> Paper, ink, and materials for experiments - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Measurable Objective 1 Problems of Practice:**

<b>Demographics</b>
<p><b>Problem of Practice 1:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>
<b>Student Learning</b>
<p><b>Problem of Practice 2:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem of Practice 2:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>
<b>Perceptions</b>
<p><b>Problem of Practice 2:</b> Students are academically below grade level. <b>Root Cause:</b> Students need effective and intentional interventions to close gaps; such as small group with teachers, tutors, and differentiated online programs.</p>



# State Compensatory

## Budget for 136 Cunningham Elementary School

**Total SCE Funds:** \$145,532.54

**Total FTEs Funded by SCE:** 3

### Brief Description of SCE Services and/or Programs

Certified Bilingual Teachers, Certified ESL Teachers, Trained Tutors, and Intervention Resources.

## Personnel for 136 Cunningham Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alegret, Irene L	Tchr, Bilingual	1
Rubio, Sergio O	Tchr, Bilingual	1
Vacant	Lecturer, Hrly	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by parents, community members, school staff, and administrators.

Cunningham Elementary will develop and track each student on an individualized plan to monitor and access the progress through the year. Teachers will participate in PLC's in which ATBat Strategies will be implemented in which capacity can be built towards effective first instruction, consistent, effective and data driven professional learning community (PLC) meetings to allow teachers to collaborate and learn from one another, quality sustained ongoing professional development tailored to the needs of the teachers, increasing accountability of all teachers to write effective lesson plans leading to mastery of the curriculum universal school wide systems for best practices in instruction that are consistently used vertically from grades PK – 5th, consistent feedback from appraisers to build capacity of teachers, teaching literacy across all content areas, and authentic hands on activities for students.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests

1. Data from District Assessments, Renaissance 360, Imagine Learning Literacy and Math Programs
2. PLC Meetings based on analyzing student performance data with Leadership Team
3. After school and Online tutorials/ embedded academic interventions
4. Small Group and One on One small group instruction based on student data analysis.

## **2.2: Regular monitoring and revision**

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes:

## **2.3: Available to parents and community in an understandable format and language**

The SIP is available to parents in the following locations: Campus Main office, School Website- Title I Resources and Class Dojo

Indicate the locations where the SIP is made available: Campus Main office, School Website- Title I Resources and Class Dojo

The SIP was made available to parents by: Principal

We provide the SIP to parents in the following languages:

- English
- Spanish

## **2.4: Opportunities for all children to meet State standards**

Provide Grade Level Instruction

Provide Small Group Intervention

Provide Campuswide Intervention

Provide After school tutorials

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include:

1. Maximize learning instructional time.

2. Minimize laxity experienced during transitions.
3. Monitor and track students' academic progress, providing interventions and closing academic gaps.
4. Monitor Attendance of all students.

## **2.6: Address needs of all students, particularly at-risk**

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Parents: Ramirez, Perla, Reyna, Arlin, Zuniga, Maria, Garcia, Elda
- Karen Harris, Flor Lopez and Jewel Nwokeocha

The PFE was distributed on 9/24/2021 and posted on the website

- On the campus website
- Class Dojo

The languages in which the PFE was distributed include

- English/Spanish

Four strategies to increase Parent and Family Engagement include:

- 1) Student Progress Conferences per semester
- 2) Academic Nights (i.e. Literacy, Science and Math)
- 3) Parent Engagement Events (PK Round Up, Meet and Greet, Open House and School Programs)
- 4) Coffee with the Principal Meetings and PTO Meetings

### **3.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

Meeting #1: 09/20/21 \_\_\_\_ 10 to 11 \_\_\_\_\_ Alternate Meeting: 09/22/21 5 to 6

Meeting #2: 12/06/21 \_\_\_\_ 10 to 11 \_\_\_\_\_ Alternate Meeting: 12/08/21 5 to 6

Meeting #3: 02/07/22 \_\_\_\_ 10 to 11 \_\_\_\_\_ Alternate Meeting: 02/09/22 5 to 6

Meeting #4: 04/04/2 \_\_\_\_ 10 to 11 \_\_\_\_\_ Alternate Meeting: 04/08/22 5 to 6

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jewel Nwokeocha	Title 1 Coordinator	Title 1 Part A	