

**Houston Independent School District
136 Cunningham Elementary School
2022-2023 Campus Improvement Plan**



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

L.T. Cunningham Elementary School was named after Leroy Taylor Cunningham, who served as the Assistant Superintendent of Schools in Houston ISD. On September 8, 1954, L. T. Cunningham Elementary School opened its doors to 511 neighborhood children. In January 2012, staff and students moved into a new 84,500 square foot campus. The new Cunningham campus was built using LEED standards, known as Leadership in Energy and Environmental Design. Cunningham as a LEED campus, uses 35% less water and 25% less energy than a non-LEED campus. We have an enrollment of about 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 78% Hispanic, 16% 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, 10% identified with disabilities, and 68% identified as English Learners. We serve Pre-Kindergarten through fifth grade students, offering a variety of programs, such as, Bilingual, ESL, GT, ECSE/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 42 years of experience and 100% of our teachers are ESL or Bilingual Certified.

Demographics Strengths

We have an enrollment of about 600 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 78% Hispanic, 16% 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 stakeholders 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, 10% identified with disabilities, and 68% 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 full day Pre-Kindergarten and Kindergarten through fifth grade students, offering a variety of programs, such as, Bilingual, ESL, GT, ECSE/PALS, SLL, Resource, and EXPLORER classes. Every classroom embeds daily ESL instruction and strategies. We designed and monitored effective SPED Systems and RTI/IAT Process that allows us to stay 100% in compliance with federal and state.

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 42 years of experience and 100% of our teachers are ESL or Bilingual Certified. The age, education, and experience brings diversity to our campus.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Some students are academically below grade level with extensive learning gaps. **Root Cause:** Students need consistent intentional

interventions and digital research based programs to close gaps.

Problem of Practice 2 (Prioritized): Some students are not mastering grade level instruction. **Root Cause:** Students need effective Tier 1 instruction, with meaningful, engaging activities aligned to the learning objective.

Problem of Practice 3 (Prioritized): Some English Learners do not become proficient in English and exit the ESL/Bilingual Program prior to sixth grade. **Root Cause:** Teacher need to effectively plan and implement ESL strategies into the learning block to develop language skills in English.

Student Learning

Student Learning Summary

2022-2023 Data: Comprehensive STAAR Results: Approaches 74%, Meets 47%, and Masters 27%. STAAR Student Growth Component is 97%. (By Content Areas) Reading 81% approaches, 61% meets, and 38% masters. Math 77% approaches, 45% meets, and 23% masters. Science 46% approaches, 18% meets, and 4% masters. 13 of 16 TEA Targets were Met on STAAR. Five Designated Distinctions earned: 1) Academic Achievement in English/Language Arts/Reading, 2) Academic Achievement in Mathematics, 3) Top 25% Comparative Academic Growth, 4) Postsecondary Readiness, 5) Top 25% Comparative Closing the Gaps. Telpas Assessment progress rate is 51%.

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.

More than 97% of our students in 3-5 grade showed growth of one year or more on STAAR.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Science 46% approaches, 18% meets, and 4% masters. Earned Five Designated Distinctions. **Root Cause:** A significant drop in science stems from the lack of focus on science, while closing learning gaps from the pandemic in reading and math.

School Processes & Programs

School Processes & Programs Summary

We serve Pre-Kindergarten through fifth grade students, offering a variety of programs, such as, Bilingual, ESL, GT, ECSE/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 42 years of experience and 100% of our teachers are ESL or Bilingual Certified. We utilize the Literacy Now Program and Hourly Lecturers or Interventionists to work with student in small groups. We provide weekly SEL and Character Education by the campus counselor. We schedule and provide opportunities for students to use technology for interventions and enrichment digital programs. We provide weekly after school tutorials, student clubs, and fine arts programs.

School Processes & Programs Strengths

We serve Pre-Kindergarten through fifth grade students, offering a variety of programs, such as, Bilingual, ESL, GT, ECSE/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 42 years of experience and 100% of our teachers are ESL or Bilingual Certified. We utilize the Literacy Now Program and Hourly Lecturers or Interventionists to work with student in small groups. We provide weekly SEL and Character Education by the campus counselor. We schedule and provide opportunities for students to use technology for interventions and enrichment digital programs. We provide weekly after school tutorials, student clubs, and fine arts programs.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: We serve Pre-Kindergarten through fifth grade students, offering a variety of programs, such as, Bilingual, ESL, GT, ECSE/PALS, SLL, Resource, and EXPLORER classes. We provide a weekly SEL and Character Education to first through fifth grade students. District requirements for minutes on multiple digital platforms impede instructional time. **Root Cause:** Instructional time and digital resources are limited. Students are required to spend a significant amount of time on digital programs per week, for Tier 2 or 3, for at-risk, for Zearn Math, and for English Learners.

Priority Problems of Practice

Problem of Practice 1: Some students are academically below grade level with extensive learning gaps.

Root Cause 1: Students need consistent intentional interventions and digital research based programs to close gaps.

Problem of Practice 1 Areas: Demographics

Problem of Practice 4: Science 46% approaches, 18% meets, and 4% masters. Earned Five Designated Distinctions.

Root Cause 4: A significant drop in science stems from the lack of focus on science, while closing learning gaps from the pandemic in reading and math.

Problem of Practice 4 Areas: Student Learning

Problem of Practice 2: Some students are not mastering grade level instruction.

Root Cause 2: Students need effective Tier 1 instruction, with meaningful, engaging activities aligned to the learning objective.

Problem of Practice 2 Areas: Demographics

Problem of Practice 3: Some English Learners do not become proficient in English and exit the ESL/Bilingual Program prior to sixth grade.

Root Cause 3: Teacher need to effectively plan and implement ESL strategies into the learning block to develop language skills in English.

Problem of Practice 3 Areas: Demographics

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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 rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB 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
- Equity data
- T-TESS data

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: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: 80% of first and second grade students will pass their high frequency word evaluations by the 3rd administration.

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: By providing daily practice high frequency practice, 80% of first to second grade students will pass their High Frequency Word Evaluations by the 3rd administration.

Evaluation Data Sources: Individual student reports

HB3 Board Goal





Strategy 1 Details	Reviews			
Strategy 1: Teachers will review HFW daily with PowerPoint. Strategy's Expected Result/Impact: Students will successfully pass HFW evaluations. Students will increase reading fluency. Staff Responsible for Monitoring: Administration, Tier II leader, Reading Specialist Action Steps: 1. Daily HFW practice 2. HFW parent meeting in September 3. Individual student folders to track words known and unknown. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will track student HFW progress with individual folders Strategy's Expected Result/Impact: Students will successfully pass HFW evaluation or show growth. Staff Responsible for Monitoring: Reading Specialist, Reading Interventionist Action Steps: 1. Provide individual folders to teachers 2. Schedule progress meetings with teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Campus will provide High Frequency word meeting to parents to provide strategies that support student growth. Strategy's Expected Result/Impact: Students will show mastery on HFW evaluation . Staff Responsible for Monitoring: Reading Specialist, Reading Interventionist Action Steps: 1. Schedule parent meeting 1 month prior to each evaluation 2. Provide parents with student data 3. Plan and supply materials needed to parents Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 2: 100% of teachers will participate in data analysis planning sessions.

Evaluation Data Sources: 6 week assessment data, universal screener data

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Campus wide planning sessions will be scheduled to use data to drive instruction. Strategy's Expected Result/Impact: Teachers will be able to close gaps. Student numbers in Tier III will decrease from beginning to end. Staff Responsible for Monitoring: Teachers, administrator, Tier II leader, Intervention Specialist Action Steps: 1. Create master planning calendar 2. Provide teachers with data materials 3. Plan effective data driven planning sessions Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 2: By May 2022, 80% of first and second grade students will increase two reading levels.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: By implementing weekly reading small group interventions, at least 80% of students in first and second grade will increase two reading levels on benchmark running record assessments.

Evaluation Data Sources: BOY, PM1, PM2, MOY, PM3, EOY running record data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Teachers will use campus wide binders to create and implement guided reading lessons.

Strategy's Expected Result/Impact: Students will show two years growth on their reading lessons.

Staff Responsible for Monitoring: Reading specialist, reading intervention specialist

Action Steps: 1. Schedule RR progress monitoring dates
2. Provide Guided Reading open lab
3. PLC calendar with progress checks
4. Track data binders
5. Provide teachers feedback

Title I:
2.4, 2.5, 2.6





- TEA Priorities:
Build a foundation of reading and math

- Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 2 Details	Reviews			
Strategy 2: Professional development focusing on guided reading will be provided to all ELA/SLA teachers. Strategy's Expected Result/Impact: Students will increase reading level. Staff Responsible for Monitoring: Reading Specialist, Reading Interventionist Action Steps: 1. Schedule open labs to provide guided reading support 2. Provide teachers with "The Next Step Forward In Guided Reading" by Jan Richardson 3. Model, observe and provide feedback to teachers on guided reading lessons. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will implement guided reading in daily instruction. Strategy's Expected Result/Impact: Students will show reading growth to improve comprehension. Staff Responsible for Monitoring: Teachers, Reading Specialist Action Steps: 1. Data analysis 2. Groups students by reading level 3. Reading intervention lessons 4. Reading Intervention implementation 5. Monitor student reading progress Title I: 2.4, 2.5 Funding Sources: Paper and Ink, guided reading materials - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Measurable Objective 2: 100% of ELA/SLA teachers will implement guided reading lessons to all students weekly during small group time.

Evaluation Data Sources: Running Records

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive Guided Reading training, monitoring, and support from teacher specialists and coaches. Strategy's Expected Result/Impact: Teachers will implement effective Guided Reading strategies to increase student reading proficiency. Staff Responsible for Monitoring: Administrators/appraisers Action Steps: Schedule, train, monitor, and support teachers with Guided Reading implementation. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 3: Reading STAAR will increase from 81% to 85% in approaches, from 61 % to 70% in meets, from 38% to 45% in masters by May 2023.

Strategic Priorities:

Expanding Educational Opportunities, Increasing Organizational Efficiency

Measurable Objective 1: By June 2023 our reading STAAR scores will increase from % to 85% in approaches, from % to 70% meets, from 45% in masters by June 2023.

Evaluation Data Sources: Six week evaluations, exit tickets trackers, Mock STAAR, STAR results

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Students will complete a minimum of 60 minutes on Imagine Learning. Strategy's Expected Result/Impact: Students will show mastery on STAAR assessments. Students will complete and show mastery on imagine lessons. Staff Responsible for Monitoring: Admin, teacher specialist, intervention specialist Action Steps: 1. Create campus wide computer schedule 2. Monitor student usage 3. Monitor student lessons passed. 4. Create incentives for students. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers will participate in data analysis planning. Strategy's Expected Result/Impact: Teachers will plan effective lesson to close student gaps. Staff Responsible for Monitoring: teacher specialist, administrators Action Steps: 1. Create planning calendar 2. Provide teachers data documents and data binder 3. Track teacher data binders 4. Track student growth Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers will participate in AT-BATS during PLC to share effective practices. Strategy's Expected Result/Impact: Teachers will be able to implement effective practices. Staff Responsible for Monitoring: Administrators, teacher leaders Action Steps: 1. Create AT-BATS schedule 2. Provide observation and feedback for all teachers 3. Discuss strategies witnessed during AT-BATS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 2: 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.

Goal 1: Math STAAR scores in 3rd - 5th grades will increase from 77% to 80% in Approaches, 45% to 60% in Meets, and 23% to 30% in Masters categories by May 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Math STAAR scores in 3rd - 5th grades will increase from 72% to 80% in Approaches, 55% to 60% in Meets, and 18% to 30% in Masters categories by June 2023.

Evaluation Data Sources: STAAR results, Formative Assessments, Universal Screener Data, Progress Monitoring Data, Imagine Math and /or Zearn Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All 3rd - 5th grade students will complete 90 minutes of Zearn or Imagine Math lessons online per week.</p> <p>Strategy's Expected Result/Impact: Students who consistently complete at least 60 minutes of Imagine Math and / or Zearn Math every week score 30% higher than their peers. Instruction is individualized for each student based on skill gaps. All 3rd - 5th graders will grow one category (Tier level) in EOY Renaissance 360.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Math lead teachers, classroom teachers, media specialist</p> <p>Action Steps: 1. Cunningham will receive a new computer lab to increase the amount of technology available to students.</p> <p>2. Classroom teachers and media specialist will ensure that all 3rd-5th grade students reach their goals of completing 90 minutes of Imagine Math or Zearn Math each week.</p> <p>3. Administration will ensure fidelity of implementation and monitor weekly usage.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>				

Strategy 2 Details	Reviews			
Strategy 2: 100% of 3rd-5th grade teachers will analyze formative assessment data to plan for reteaching and intervention during reteaching and small group instructional times. Strategy's Expected Result/Impact: Student skill gaps are addressed so that all students show growth in frequently distributed math TEKS on formative assessments, and meet math growth goals on End-of-Year Renaissance 360 Universal Screener. Staff Responsible for Monitoring: Administration team, instructional coach, math teachers Action Steps: 1. Administration conducts data digs to guide 3rd - 5th grade teachers in analyzing formative assessment math data. 2. Teachers plan and/or adjust small group instruction based on student needs combined with frequently distributed TEKS commonly missed on formative assessments. 3. Teachers are trained in research-based strategies during Professional Learning Communities (PLC) meetings, and implement those strategies into Tier I instruction. 4. Implementation of strategies will be monitored by Administration and Instructional Coach to ensure fidelity of effective practices. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 100% of 3rd - 5th grade teachers will demonstrate effective Tier I instruction during AT-BATS held during grade-level PLCs. Strategy's Expected Result/Impact: All 3rd - 5th grade students will show growth from the previous year's formative assessments by at least 5%. Staff Responsible for Monitoring: Administration, Instructional Coach, math leads, math teachers Action Steps: 1. Model or highlight effective Tier I instruction for all teachers to observe and analyze. 2. Identify common elements of effective Tier I instruction. 3. Improve teacher capacity using the "Get Better Faster" coaching model 4. Have teachers demonstrate proficiency at "AT-BATS" where they model lessons for team members. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 2: 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.

Goal 2: 100% of K-2 students will improve at least one Renaissance 360 category (Tier Level) by May 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: By June of 2023, all K-2 students will improve at least one Renaissance 360 category (Tier level).

Evaluation Data Sources: Renaissance 360 Universal Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: All K-2 students will complete 60 minutes of Imagine Math online every week.</p> <p>Strategy's Expected Result/Impact: Students who consistently complete at least 60 minutes of Imagine Math and / or Zearn Math every week score 30% higher than their peers. Instruction is individualized for each student based on skill gaps. All Kinder - 2nd graders will grow one category (Tier level) in EOY Renaissance 360 or on the KEA assessment.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, math teachers, media specialist</p> <p>Action Steps: 1. Cunningham will receive a new computer lab to increase the amount of technology available to students.</p> <p>2. Classroom teachers and media specialist will ensure that all Kinder-2nd grade students reach their goals of completing 60 minutes of Imagine Math each week.</p> <p>3. Administration will ensure fidelity of implementation and monitor weekly usage.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of Kinder-2nd grade teachers will analyze formative assessment data to plan for reteaching and intervention during reteaching and small group instructional times.</p> <p>Strategy's Expected Result/Impact: Student skill gaps are addressed so that all students show growth in frequently distributed math TEKS on formative assessments, and meet math growth goals on End-of-Year Renaissance 360 Universal Screener or KEA assessment.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, math teachers, media specialist</p> <p>Action Steps: 1. Administration conducts data digs to guide Kinder-2nd grade teachers in analyzing formative assessment math data. 2. Teachers plan and/or adjust small group instruction based on student needs combined with frequently distributed TEKS commonly missed on formative assessments. 3. Teachers are trained in research-based strategies during Professional Learning Communities (PLC) meetings, and implement those strategies into Tier I instruction. 4. Implementation of strategies will be monitored by Administration and Instructional Coach to ensure fidelity of effective practices.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of Kinder-2nd grade teachers will demonstrate effective Tier I instruction during AT-BATS held during grade-level PLCs.</p> <p>Strategy's Expected Result/Impact: All Kinder - 2nd grade students will show growth from the previous year's formative assessments by at least 5%</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, math leads, math teachers</p> <p>Action Steps: 1. Model or highlight effective Tier I instruction for all teachers to observe and analyze. 2. Identify common elements of effective Tier I instruction. 3. Improve teacher capacity using the "Get Better Faster" coaching model. 4. Have teachers demonstrate proficiency at "AT-BATS" where they model lessons for team members.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: By May 2023, 80% of our 4th and 5th grade students will show one year of growth in reading and math from 2021-2022 STAAR results to 2022-2023 STAAR results.

Strategic Priorities:

Expanding Educational Opportunities





Measurable Objective 1: By May 2023, 80% of our 4th and 5th grade students will show one year of growth in reading from 2021-2022 STAAR results.

Evaluation Data Sources: Reading STAAR assessment results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Teachers will utilize Imagine Language and Literacy for 60 minutes per week. In addition, teachers will review data and collaborate in vertical planning to improve curricular connections by identifying weaknesses in order to produce engaging and meaningful lessons to increase student achievement and close student achievement gaps.</p> <p>Strategy's Expected Result/Impact: Using these strategies will help increase student growth in reading from the previous STAAR results.</p> <p>Staff Responsible for Monitoring: Administration Reading Interventionist Reading Teachers</p> <p>Action Steps: 1. Monitor Imagine Language reports 2. Vertical Planning Sessions 3. Data Analysis</p> <p>Title I: 2.4, 2.5, 2.6, 4.1</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Measurable Objective 2: By May 2023, 80% of our 4th and 5th grade students will show one year of growth in math from 2021-2022 STAAR results.

Evaluation Data Sources: Math STAAR assessment results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize Zearn for 90 minutes per week. In addition, teachers will review data and collaborate in vertical planning to improve curricular connections by identifying weaknesses in order to produce engaging and meaningful lessons to increase student achievement and close student achievement gaps.</p> <p>Strategy's Expected Result/Impact: Using these strategies will help increase student growth in math from the previous year STAAR results.</p> <p>Staff Responsible for Monitoring: Administration Reading Interventionist Reading Teachers</p> <p>Action Steps: 1. Monitor Zearn reports 2. Zearn Liaison meets weekly with Zearn Representative to review achievement reports 3. Vertical Planning Sessions 4. Data Analysis</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 4: 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.

Goal 1: The percentage of students receiving special education services and scoring Meets or higher on the STAAR 3-8 Reading assessment will increase from 17% to 35% by May 2023.

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: The percentage of students receiving special education services and scoring Meets or higher on the STAAR 3-8 Reading assessment will increase from 17% to 35% by June 2023.

Evaluation Data Sources: STAAR 3-8 Reading Assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: All accommodations, modifications, and designated supports will be implemented and documented consistently and with fidelity for 100% of all special education students.</p> <p>Strategy's Expected Result/Impact: Special education teachers will work with classroom teachers to ensure that all classroom accommodations, modifications and designated supports are implemented, so that SPED students are fully supported according to their IEPs.</p> <p>Staff Responsible for Monitoring: Administration, classroom teachers, special education teachers</p> <p>Action Steps: 1. All IEP accommodations and modifications will be distributed to teachers with documentation forms.</p> <p>2. Special education chair will give teachers appropriate training in order to accurately implement accommodations. Special education chair will consistently document all modifications provided in resources classes; administration will monitor use of designated supports.</p> <p>3. Campus testing coordinator and special education chair will work together to ensure designated supports are in place prior to STAAR assessment.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: Attendance will increase from 93% to 97% from August 2022 to May 2023.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: To increase the attendance rate from 93% to 97% from August 2022- May 2023





Evaluation Data Sources: Student Attendance Records

Excessive Absence Reports

Strategy 1 Details		Reviews			
Strategy 1: Monitor attendance and communicate with teachers and parents on a weekly basis regarding attendance concerns, excessive absences, implement incentive parties and pep rally recognition. Strategy's Expected Result/Impact: Monitoring attendance regularly will ensure data is accurately entered in a timely manner and allows teachers and staff to quickly notice how many or which students are identified as chronically absent. Incentive parties and pep rally recognition will create a culture in which students feel welcomed. Staff Responsible for Monitoring: Registrar Administration Teachers Support staff- Wraparound Specialist, Counselor and the Nurse Action Steps: 1. Registrar and teachers monitor attendance and quickly identify students with chronic attendance patterns. 2. Have weekly meetings to address strategies and incentives for students who are chronically absent. 3. Identify systematic barriers that could be contributing to the absences. 4. Communicate effectively with parents Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Measurable Objective 2: Attendance will increase from 93% to 97% from August 2022 to May 2023.

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct attendance committee meeting to identify students with excessive absences or tardies. Strategy's Expected Result/Impact: Student attendance will increase and academic achievement will increase. Staff Responsible for Monitoring: SIR Lazo, Wraparound Specialist Ortiz, Counselor Jewel, Nurse Purnell, and administrators. Action Steps: 1. Communicate with parents. 2. Schedule conferences. 3. Have parents sign attendance contracts. 4. Conduct home visits. Title I: 2.5	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Measurable Objective 2 Problems of Practice:

Demographics
Problem of Practice 1: Some students are academically below grade level with extensive learning gaps. Root Cause: Students need consistent intentional interventions and digital research based programs to close gaps.

Board Goal 5: N/A - Additional Campus Goals





Goal 2: DISCIPLINE: Student out of school suspension will be one or less during the 2022-2023 school year.

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Increasing Organizational Efficiency

Measurable Objective 1: By June 2022, Cunningham students will have zero out of school suspensions.

Evaluation Data Sources: Discipline referrals, school suspension record

Strategy 1 Details		Reviews			
Strategy 1: Increase student self awareness and promote safe learning environment by providing weekly SEL lessons led by our school counselor. Strategy's Expected Result/Impact: School will see a decrease in student referrals. Staff Responsible for Monitoring: School counselor, principal, teacher specialist, SEL coordinator Action Steps: 1. Create daily rotation schedule for counselor 2. School counselor will prepare SEL and character lessons 3. Admin will monitor SEL lessons Title I: 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: 100% of staff will promote a bully-free campus wide initiative, supporting bully awareness during the 2022-2023 school year.





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: 100% of staff will promote a bully-free campus by increasing bullying awareness during the 2022-2023 school year.





Evaluation Data Sources: Family and students perception of violence and safety on campus survey.

Bully Free Course Data

Strategy 1 Details		Reviews			
Strategy 1: Students will all participate in Bully prevention course. Strategy's Expected Result/Impact: Less office referrals will be sent by teachers and staff. Staff Responsible for Monitoring: Counselor, Principal, Discipline administrator Action Steps: 1. Provide PD to teachers and students 2. Weekly character lessons 3. Daily SEL lesson with teacher Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Measurable Objective 2: Social emotional and character education lessons will be provided weekly to students.

Evaluation Data Sources: Core Enrichment Schedule and Re-Think Lesson Plans

Strategy 1 Details	Reviews			
Strategy 1: Counselor will plan and implement Re-Think Lessons daily during the Core Enrichment rotations. Strategy's Expected Result/Impact: Students receiving SEL and Character Education will have less discipline referrals; therefore, increase student achievement. Staff Responsible for Monitoring: Principal Action Steps: Review lesson plans and conduct classroom observations. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 4: SPECIAL EDUCATION

Board Goal 5: N/A - Additional Campus Goals

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

Measurable Objective 1: By May 2022, 100% of Tier II and Tier III will receive 60-90 minutes of targeted interventions in reading and math, teachers will successfully progress monitor and document these interventions, as shown by meeting growth goals on the EOY Renaissance 360.

Evaluation Data Sources: Renaissance 360 MOY, BOY,EOY, PM

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Using the new school wide computer schedule and set intervention block, teachers will ensure that all Tier II and Tier III students receive 60-90 minutes of reading and/or math intervention, and monitor and adjust interventions based on student progress.</p> <p>Strategy's Expected Result/Impact: All Tier II and Tier III students will reach their projected reading and/or math growth goal set at the beginning of the school year through Renaissance 360.</p> <p>Staff Responsible for Monitoring: Tier II administrator, IAT Chair, SPED Chair, Teacher Specialist, Principal, classroom teacher, interventionists.</p> <p>Action Steps: 1. IAT Chair and IAT department will provide PD for new progress monitoring system, including training for research-based intervention programs.</p> <p>2. All content area classroom teachers will participate in data analysis PLCs every 6-8 weeks to analyze student progress.</p> <p>3. Teachers will adjust targeted interventions based on progress monitoring data.</p> <p>4. Administration will observe interventions to assess effectiveness through classroom walkthrough and evaluations.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 6: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: In the 2022-2023 school year, our attendance at Parent and Community Engagement events will increase from 100 families to 200 families.

Evaluation Data Sources: FACE feedback

Sign in sheets

Internal data

Strategy 1 Details		Reviews			
Strategy 1: Schedule and promote parental involvement opportunities, share parent university information, sending flyers home, post events on the school website and Class Dojo in a timely manner. Ensure that the date and time of events are feasible for families. Strategy's Expected Result/Impact: Have a minimum of 200+ parents in attendance at various events (Meet the Teacher, Open House, Title I meetings, Coffee with the Principal, Literacy and Math Night) that educates parents and allow them to be active in their child's/children learning. Staff Responsible for Monitoring: Administration Title I Contact Wrap Around Specialist Front Office Staff Action Steps: 1. Send invitations and flyer home in a timely manner. 2. Post flyers on Class Dojo, Canvas and the school website. 3. Promote and Schedule Events with parental feedback.. 4. Provide meaningful information and resources. Title I: 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Board Goal 5: N/A - Additional Campus Goals





Goal 7: MANDATED HEALTH SERVICES

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK-5th), Hearing Screening (Grades PK-5th), Type 2 Diabetes (Grades PK-5th), Spinal Screening (Grades PK-5th), Medication Administration and AED Maintenance Checks.

Evaluation Data Sources: Immunization monitoring and State reporting by the school nurse Alicia Purnell Casey by October 28, 2023.

Strategy 1 Details		Reviews			
Strategy 1: Immunization tracking, monitoring and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022. Strategy's Expected Result/Impact: The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK-5th), Hearing Screening (Grades PK-5th), Type 2 Diabetes (Grades PK-5th), Medication Administration and AED Maintenance Checks. Staff Responsible for Monitoring: Nurse Medical Backup Team Action Steps: 1. Schedule health related screenings 2. Communicate schedule with teachers 3. Complete screenings and follow up when necessary Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

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: The campus will provide a coordinated school health program to 100 % of our students 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 2022-2023 school year.

Evaluation Data Sources: Coordinated health program guidelines and schedule

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide healthy catch lessons to all first grade students. Strategy's Expected Result/Impact: Students will gain knowledge on teeth cleaning and healthy choices to minimize health issues. Staff Responsible for Monitoring: Nurse, medical backup team, admin Action Steps: 1. Analyze health program. 2. schedule visits from healthy catch. 2. Assess and respond to students Title I: 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Board Goal 5: N/A - Additional Campus Goals





Goal 9: Science STAAR 5th Grade

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Science STAAR will increase from 46% to 65% in approaches, from 18 % to 30% in meets, from 4% to 15% in masters by May 2023.

Evaluation Data Sources: Science STAAR Assessment

Strategy 1 Details		Reviews			
Strategy 1: Implementation of campus-wide hands-on STEM Activities from Pre-Kinder through Fifth Grade, once a week (every Friday). Strategy's Expected Result/Impact: Students will make real world connections with mastery of grade level Science TEKS. Staff Responsible for Monitoring: Administrators Action Steps: 1. Schedule weekly STEM Activity - Lesson Plan 2. Prepare hands on materials 3. Facilitate activities in the classroom, outside, or in a lab Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

2022-2023 Data: Comprehensive STAAR Results: Approaches 74%, Meets 47%, and Masters 27%. STAAR Student Growth Component is 97%. (By Content Areas) Reading 81% approaches, 61% meets, and 38% masters. Math 77% approaches, 45% meets, and 23% masters. Science 46% approaches, 18% meets, and 4% masters. Telpas Assessment progress rate is 51%. Five Designated Distinctions earned: 1) Academic Achievement in English/Language Arts/Reading, 2) Academic Achievement in Mathematics, 3) Top 25% Comparative Academic Growth, 4) Post-secondary Readiness, 5) Top 25% Comparative Closing the Gaps.

2022-2023 Measurable Objectives: By May 2023, Reading STAAR results will increase from 81% to 85% in Approaches, increase from 61% to 70% in Meets, and increase from 38% to 45% in Masters. By May 2023, Math STAAR results will increase from 77% to 80% in Approaches, increase from 45% to 60% in Meets, and increase from 23% to 30% in Masters. By May 2023, Science STAAR results will increase from 46% to 65% in Approaches, increase from 18% to 30% in Meets, and increase from 4% to 15% in Masters. By May 2023, 70% of all special education students will meet their Reading and Math IEP Goals. By May 2023, English Learners that will grow one proficiency level on TELPAS Assessment will increase from 51% to 60%. By May 2023, Cunningham's overall attendance will increase from 93% to 97%.

Major initiatives and strategies include a campus-wide Intervention block called Power Hour for all PreK through fifth grade students, utilizing campus-wide Reading and Math student strategies that will be utilized and scaffolded from Kinder through Fifth grade, utilizing a monitoring system that focus on math routines, utilizing a monitoring system to track and monitor the progress of Tier 2-3 students, conduct PLC's lead by admin classroom teachers that focus on effective first instruction through AT-BATS, Data analysis and Vertical alignment to drive instruction, establishing campus-wide digital scheduling in computer labs for all first through fifth grade students, monitor the consistency and fidelity of the campus-wide ESL Block, and monitor implementation of critical thinking practices to embed rigor in daily instruction.

We will continue to partner with a Wraparound Specialist, the Multilingual Department, the special education department, the IAT department, Literacy Now, and the curriculum department, to support teachers and meet the needs of the students at Cunningham. 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 will contribute to a positive social emotional environment at Cunningham, by serving our students, staff, and community with love and compassion. Cunningham is a campus where our destination is EXCELLENCE! #Destination Excellence #Lifting off to MASTERY!

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

2022-2023 Measurable Objectives: By May 2023, Reading STAAR results will increase from 81% to 85% in Approaches, increase from 61% to 70% in Meets, and increase from 38% to 45% in Masters. By May 2023, Math STAAR results will increase from 77% to 80% in Approaches, increase from 45% to 60% in Meets, and increase from 23% to 30% in Masters. By May 2023, Science STAAR results will increase from 46% to 65% in Approaches, increase from 18% to 30% in Meets, and increase from 4% to 15% in Masters. By May 2023, 70% of all special education students will meet their Reading and Math IEP Goals. By May 2023, English Learners that will grow one proficiency level on TELPAS Assessment will increase from 51% to 60%. By May 2023, Cunningham's overall attendance will increase from 93% to 97%.

Major initiatives and strategies include a campus-wide Intervention block called Power Hour for all PreK through fifth grade students, utilizing campus-wide Reading and Math student strategies that will be utilized and scaffolded from Kinder through Fifth grade, utilizing a monitoring system that focus on math routines, utilizing a monitoring system to track and monitor the progress of Tier 2-3 students, conduct PLC's lead by admin classroom teachers that focus on effective first instruction through AT-BATS, Data analysis and Vertical alignment to drive instruction, establishing campus-wide digital scheduling in computer labs for all first through fifth grade students, monitor the consistency and fidelity of the

campus-wide ESL Block, and monitor implementation of critical thinking practices to embed rigor in daily instruction.

We will continue to partner with a Wraparound Specialist, the Multilingual Department, the special education department, the IAT department, Literacy Now, and the curriculum department, to support teachers and meet the needs of the students at Cunningham. 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 will contribute to a positive social emotional environment at Cunningham, by serving our students, staff, and community with love and compassion. Cunningham is a campus where our destination is EXCELLENCE! #Destination Excellence #Lifting off to MASTERY!

2.2: Regular monitoring and revision

Title I will be monitored frequently based on the Title I checklist to meet deadlines and ensure compliance with applicable State and Federal laws. Paper copies of all State and Federal documents will be housed in the Title I E-Bin.

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

All mandated documents per Title I policy will be provided to parents in English and Spanish which are the two dominant languages at Cunningham Elementary. The following mandated documents will be provided to all parents of Cunningham students by May 2023 and will also be stored in the E-Bin, Posted on the school's Class Dojo, flyers will be sent home with students and the documents will also be upload to the school's website.

- Parents Rights to Know
- School-Parent Compact
- Title I Teachers and Paraprofessional Qualifications
- Parent and Family Engagement
- Parent Survey
- Curriculum

2.4: Opportunities for all children to meet State standards

All students at Cunningham Elementary will be served under Title I which will ensure that students receive the highest quality of learning. Parents Rights to Know document will be sent home and posted on Class Dojo not later than September 30, 2022 as required by State and Federal Title I laws.

2.5: Increased learning time and well-rounded education

All students will be served following local policy. 100% of our students will receive effective Tier I instruction. We will use data to determine and serve Tier 2 and Tier 3 students with intervention and research-based instruction technology. All at-risk students will receive small group intervention during instructional time to meet academic needs. Daily campus-wide POWER HOUR will be used to implement one hour of intense intervention. Students will receive weekly social emotional and character education by the campus certified counselor.

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

All students will be served following local policy. 100% of our students will receive effective Tier I instruction. We will use data to determine and serve Tier 2 and Tier 3 students with intervention and research-based instruction technology. All at-risk students will receive small group intervention during instructional time to meet academic needs.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Cunningham Elementary will review the previous year's Title I school wide plan to check for success and make the necessary changes where needed. State and District assessment data, performance data and perception data will be used to assist with the annual evaluation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The 2022-2023 Parent and Family Engagement Policy will be sent home with students no later than September 30, 2022. The document will also be stored in the E-Bin and posted on the school's website in both English and Spanish.

4.2: Offer flexible number of parent involvement meetings

Per State and Federal requirements, 8 Title I meetings will be held for the 2022-2023 school year.

Fall Meetings:

Meeting 1 (AM)- 9/14/22 @8:30 am

Meeting 1 (PM)- 9/14/22 @4:00 pm

Meeting 2 (AM)- 9/14/22 @8:30 am

Meeting 2 (PM)- 9/14/22 @4:00 pm

Spring Meetings:

Meeting 1 (AM)- 2/07/23 @8:30 am

Meeting 1 (PM)- 2/08/23 @4:00 Pm

Meeting 2 (AM)- 4/18/23 @8:30 am

Meeting 2 (PM)- 4/19/23 @4:00 pm

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

All students will be served following local policy. 100% of our students will receive effective Tier I instruction. We will use data to determine and serve Tier 2 and Tier 3 students with intervention and research-based instruction technology. All at-risk students will receive small group intervention during instructional time to meet academic needs.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ella Roy-Cooks	Title I Coordinator	Title I	

Campus Funding Summary

1991010001 - General Fund - Regular Program						
Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	3	Paper and Ink, guided reading materials	6300 - Supplies and Materials	\$2,000.00
Sub-Total						\$2,000.00

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD's External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus's needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.
- Indicate the programs and resources that are being purchased out of Title I funds.
- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. 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.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards 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. _____
2. _____
3. _____
4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

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).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.**

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels - [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>
