

# **2024-2025 Action Plan**

**Cunningham Elementary School**

**Principal Karen Harris**

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

**Core Beliefs**

**Vision**

**Theory of Action**

## Needs related to student achievement data:

From 2021-22 to 2022-23, Cunningham Elementary experienced a 2% decrease in academic achievement for Domain I, from 77% to 75%, despite the major change in the STAAR assessment format. During the 2023-2024 school year, students participated in the NWEA Map in September(BOY) and January(EOY). The NWEA Map results indicate the following student populations meet and exceeded their growth points in Reading English: Hispanic 5.8, African American 6.5, Asian 9.3, SPED 9.0, Economically disadvantaged 6.7, and LEP 5.8. NWEA Map results indicate the following student populations meet and exceeded their growth points in Reading Spanish: Hispanic 5.8, African American 6.5, Asian 9.3, SPED 9.0, Economically disadvantaged 6.7, and LEP 5.8. The NWEA Map results indicate the following student populations meet and exceeded their growth points in Math English: Hispanic 9.5, African American 8.4, Asian 9.2, SPED 8.6, Economically disadvantaged 9.7, and LEP 9.7. The NWEA Map results indicate the Economically disadvantaged meet and exceeded their growth points in Math Spanish at 5.7; however, not student populations Hispanic at 4.9 and LEP at 4.9. Cunningham Elementary met the target for EB's achieving English language proficiency; however, there is a need to continue to improve practices surrounding English language acquisition. Campus progress monitoring assessments indicate students are continuing to grow in all subject areas. For the 2024-2025 school year, Cunningham ES will focus on raising student achievement across all grades and subjects.

## Needs related to improving the quality of instruction:

Cunningham Elementary has shown improvement in the quality of instruction provided to students. For the 23-24 school year, with a focus on implementing high quality instructional materials in both Reading and Math, Cunningham implemented Amplify Reading for the first time with HMH Reading and continuing Eureka Math for the second year. Teachers were provided daily instructional coaching and learned to implement effective student engagement strategies across all content areas. In evaluation of current teaching practices, there is still a need for continued coaching in student engagement strategies, aggressive monitoring, language supports, scaffolding, and using data to drive instruction. For the 24-25 school year, campus leadership will provide professional development to teachers in these areas and refine these practices across each core content instructional block that both align with research based instructional practices and Houston ISD's vision for high quality instruction.

## System evaluation (philosophy, processes, implementation, capacity):

During the 24-25 school year, Cunningham will focus to develop leadership density and improve leader instructional practices. The current campus leadership team includes the Principal, Assistant Principal, and Interventionists. As part of the improvement plan, the team has worked to maximize time during the school day so that the majority of campus leadership time during the instructional day is spent in classrooms coaching teachers in the moment. While each leader has specific roles and responsibilities, all team members engage in development related to developing teachers, campus logistics, strategic operations, and action planning. The principal provides on the spot coaching to each leadership team member. In addition, the team has worked to build teacher leader capacity through learning walks and opportunities for teacher collaboration through weekly vertical professional learning communities. We believe building a culture of feedback across the campus is critical to improving student outcomes and must be built into daily systems and practices. Cunningham has developed strong systems to support at emergent bilingual and at-risk students through social emotional learning, behavior support, intervention, and tracking data systems.

# School Action Plan Template

## Key Action

Improve the quality of student engagement in all classrooms using engagement strategies.

## Indicators of success

- By May 2025, 70% of students in the 3<sup>rd</sup> through 5<sup>th</sup> grades will make at least .7 annual growth on EOY NWEA Map Assessment in Reading and 75% of students in the 3<sup>rd</sup> through 5<sup>th</sup> grades will make at least .7 annual growth on EOY NWEA Map Assessment in Math.
- By January 2025, 70% of students in the 3<sup>rd</sup> through 5<sup>th</sup> grades will make at least .3 annual growth on MOY NWEA Map Assessment in Reading and 75% of students in the 3<sup>rd</sup> through 5<sup>th</sup> grades will make at least .3 annual growth on MOY NWEA Map Assessment in Math.
- By May 2025, 75% of students in the 3<sup>rd</sup> through 5<sup>th</sup> grades will make at least .7 annual growth on EOY NWEA Map Assessment in Reading.
- By January 2025, 75% of students in the 3<sup>rd</sup> through 5<sup>th</sup> grades will make at least .3 annual growth on MOY NWEA Map Assessment in Reading.
- By May 2025, 80% of students in the 4<sup>th</sup> through 5<sup>th</sup> grade will meet or exceed their progress goals on STAAR Reading and Math.

## Specific actions – school leaders

- The leadership team will develop campus wide Reading and Math strategies at Cunningham Elementary.
- The leadership team will develop campus wide expectations and “look fors” for student engagement at Cunningham Elementary.
- The leadership team will train all staff on high quality and rigor-based engagement practices including engagement strategies.
- The leadership team will facilitate weekly PLCs that will focus on the proper use of applying engagement strategies in daily lessons.
- Assistant Principal Tracey Maguire will ensure that all Eureka learning objectives and demonstrations of learning are aligned and measurable.
- Assistant Principal Jant Romo will ensure that all HMH and Amplified Skills learning objectives and demonstrations of learning are aligned and measurable.
- Every month, the leadership team will facilitate data meetings with teachers to analyze student mastery on DOLs and unit assessments and monitor student progress toward meeting growth goals on STAAR and NWEA MAP.
- The leadership team will provide on the spot coaching and one on one support to teachers who score “developing” or below on the student engagement section of the spot observation rubric.

KEY ACTION ONE

### Specific actions – staff

- Teachers will participate in professional development aligned to high leverage student engagement practices.
- Teachers will collaborate with colleagues/interventionist and practice delivering engagement strategies during weekly PLC's.
- After teachers receive feedback from their Spot observations, they will implement changes to their instruction to ensure high quality student engagement in their classrooms.
- Teachers will effectively implement a variety of engagement strategies, internalizing lessons, ensuring lessons are aligned to LO's and DOLs.

### Key Action One:

Who: Pre-k through 5<sup>th</sup> Grade Teachers

What: The leadership team will train all teachers and interventionists on high leverage student engagement practices and implementing engagement strategies in their lessons. The professional development will also focus on: tracking student mastery, using data to drive instruction and student engagement, DOL expectations, various types of engagement strategies, using and creating OnTrack unit assessments.

When: August Preservice; weekly PLCs

Where: Training will take place in the MPR at Cunningham Elementary.

Proposed item	Description	Amount
Staff development	Staff development will begin during preservice PD days and continue during weekly PLCs.	\$0
Materials/resources	Amplify, Zearn and Eureka	\$0
Purchased services	I-ready, IXL and Accelerated Science and Reading	\$8,000
Other	STAAR Countdown- All Subjects	\$2,000
Other		
<b>TOTAL</b>		<b>\$10,000</b>

Funding sources:

Title I Fund, General Fund

<b>KEY ACTION TWO</b>	<p><b>Key Action</b></p> <p>Develop staff capacity to deliver high quality instruction.</p>
	<p><b>Indicators of success</b></p> <ul style="list-style-type: none"> <li>• Out of 100 spot observations conducted by December 2024, 85% of teachers will receive 5 points or higher in instruction (Domain 2) on the HISD formal T-TTESS walkthrough rubric.</li> <li>• By December 2024, 70% of teachers will be rated in the 4-5 (Mostly) range or higher in the Engage and Deliver domain on the SPOT observation form. This percentage will increase to 85% by May 2025.</li> <li>• 70% of students will meet or exceed one-year annual growth goals on the MAP Reading and Math assessment from beginning of year to middle of the year and 85% by the end of year to meet our campus goal.</li> </ul>
	<p><b>Specific actions – school leaders</b></p> <ul style="list-style-type: none"> <li>• Create a data spreadsheet to keep track of teacher’s goals, instructional feedback and progress towards proficiency. Binder with data and feedback will be tracked and updated by school administrators every time a teacher is provided feedback.</li> <li>• The leadership team will train teachers on the T-TESS walkthrough spot observation rubric. Training will be complete in August.</li> <li>• The leadership team will conduct weekly observations and provide real time coaching using the HISD T-TESS walkthrough rubric.</li> <li>• The leadership team will tier teachers using weekly observation scores. Tier 3 teachers will be observed and provided coaching at least 2 weekly, Tier 2 teacher will be observed once a week and tier 1 teachers will be observed biweekly.</li> <li>• Every 6 weeks, the leadership team will facilitate data meetings to monitor student progress toward meeting growth goals on the MAP assessment.</li> <li>• The leadership team will facilitate weekly vertical learning meetings where teachers teaching the same content area will collaborate for instructional planning and delivery.</li> </ul>

	<b>Specific actions – staff</b> <ul style="list-style-type: none"> <li>Teachers will participate in professional development aligned to providing high quality instruction to students.</li> <li>Teachers will collaborate with colleagues to practice delivery of their lesson during PLC's.</li> <li>Teachers will reflect on feedback given by campus administrators and implement changes to their lesson delivery to ensure high quality instruction in their classrooms.</li> <li>Teachers will effectively implement instructional strategies based on the professional development sessions given by campus leadership team.</li> <li>Teachers will ask for support or guidance when needed.</li> <li>Teachers will track student progress on DOLs and district assessments and make instructional adjustments to ensure their academic progress.</li> </ul>
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	<b>Key Action Two:</b>		
<b>Staff Devel.</b>	Who: Campus leadership team: Principal Harris, AP Romo, AP Maguire		
	What: The leadership team will provide professional development for all teachers and teacher assistants on delivery of high-quality instruction using HISD T-TESS rubric.		
	When: August pre-service and weekly PLCs		
	Where: Cunningham ES MPR and PLC room.		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Staff development will be provided by campus administrators during the week of preservice and continue during PLCs.	
	Materials/resources	Eureka, Amplify, HMH, District curriculum guides.	
	Purchased services		
	Other	Handouts, HQI video, anchor chart, chart markers, rubric	\$2,000
	Other		
<b>TOTAL</b>			\$2,000

Funding sources:

Title I Fund, General Fund

**Key Action**

Campus will improve English proficiency for Emergent Bilingual students.

- By June 2025, the percentage of EB students who grow one level of proficiency will grow from 42.2% to recommended target of 49%.
- By June 2025, the percentage of emerging bilingual students scoring ‘Advanced High’ on TELPAS composite will increase from 9% from the 2023-2024 school year to 15% in 2025 TELPAS.
- By June 2025 (Spring EOY), 50% of EB students will demonstrate one year of growth from beginning of the year on to end of year on Summit K12.
- On campus SPOT observations, 70% of teachers will receive a rating of ‘Mostly Demonstrated’ or higher in the Engage and Deliver section (Domain II) by December 2024; that percentage will increase to 85% in May 2025.

**Specific actions – school leaders**

- The campus leadership team will conduct weekly observations with a focus on teacher provided scaffolds embedded into the core content areas.
- The principal and assistant principal will demonstrate to teachers on how to effectively implement HISD’s student engagement strategies with scaffolds for language acquisition.
- The campus leadership team along with multilingual department will provide staff with training and support on CBLI strategies to implement on campus effectively.
- Campus leadership in collaboration with HISD curriculum department will train teachers on how to deliver high quality phonics, vocabulary, and grammar instruction.
- The principal and assistant principal will teachers train and coach teachers on how to create rigorous sentence stems with academic language for each lesson.
- The campus leadership team will conduct weekly observations with a focus on teacher provided scaffolds embedded into the core content areas.
- The campus leadership team will provide all teachers with feedback on the quality and use of sentence stems, graphic organizers and vocabulary development strategies.
- The campus leadership team will provide campus staff with professional development on increasing student oral and written language using QSSSA.



### Specific actions – staff

- Teachers will participate in professional development aligned to the science of reading, writing, vocabulary development and grammar and implement the strategies learned at the start of the year and continue during staff development days.
- Teachers will customize lessons to include prepared sentence stems for Turn and Talk, Ink, Pair Share, and Table Talk discussions. Lesson plans will be submitted weekly.
- Teachers will implement response cards and short constructed responses into every core content block, daily using QSSSA.
- Teachers will provide sentence stems for students to use in every written activity within the instructional block.
- Teachers will ensure students engage in language-based intervention programs such as Amplify Boost and summit K12.

### Key Action Three:

Who: All instructional staff

What: Multiple days/sessions of professional development on improving student language acquisition through direct vocabulary instruction and supports such as sentence stems, graphic organizers, cross linguistic connections and QSSSA.

When: August pre-service, weekly PLCs, faculty meetings

Where: Cuningham ES MPR, PLC room

B	Proposed item	Description	Amount
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	Staff development	Campus administrators along with multilingual development will support teachers in scaffolds for emergent bilingual students.	
	Materials/resources	Summit K12, Amplify Boost	
	Purchased services	Materials for PD (anchor cart paper, post its, clipboards, sentence strips)	\$2,000
	Other		
	Other		
	<b>TOTAL</b>		\$2,000
	Funding sources:  Title I Fund, General Fund		

**Key Action** *(Briefly state the specific goal or objective.)*

The principal ensures IEPs are written effectively, staff are provided relevant portions of IEP, and accommodations/modifications are documented on PowerSchool.

**Indicators of success** *(Measurable results that describe success.)*

- By the end of the 2024 school year, the principal will ensure that 100% of IEPs include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.
- Throughout the 2024-2025 school year, 100% of staff members receive the relevant portions of the IEP within 3 days of its finalization as demonstrated by campus record keeping.
- 100% of quarterly audits of PowerSchool records show consistent documentation of accommodations and modifications in PowerSchool.

**Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the objective?)*

- HISD Special Education department and campus department chair will provide professional development to train teachers on the documentation and implementation of accommodations provided to special education students.
- The SPED Administrator will ensure that the SPED department chair is meeting all compliance deadlines as required by law and HISD, as measured by weekly compliance reports.
- The campus leadership team will monitor that all staff are documenting the accommodations and modifications provided to students through weekly checks during general education instructional times.
- Campus leadership and special education teachers will meet through regular PLCs to improve the quality of instruction provided to special education students and monitor the quality of IEPs, as measured by student progress monitoring growth.
- As part of weekly spot observations, campus leadership will provide ongoing feedback to teachers on differentiating, MRS strategies, and scaffolding.
- Ensure special education teachers participate in the standards-based IEP process training through TEA Learns. (course will be loaded in OneSource)

- Ensure special education teachers are utilizing Goalbook to create measurable goals.
- Work with Special Education Division Unit team to provide teachers training on how to document accommodations and modifications in PowerSchool.

**Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*

- General education teachers will provide students accommodations and document support provided as outlined by the IEP.
- All teachers and instructional staff will participate in professional development on how to read, write, and implement an IEP and participate in ongoing training for IEP implementation via PLCs.
- General and special education teachers will complete the required paperwork and documentation for ARD meetings and participate in ARD meetings for SPED students, including clear and specific data about relevant student progress towards IEP goals.
- 100% of teachers will enter accommodations and modifications in PowerSchool every grading cycle.

	<b>Key Action Four:</b>		
<b>Staff Devel.</b>	Who: All instructional staff		
	What: HISD SPED District staff, campus leadership, and SPED department chair will train staff on how to read, write, understand, and implement their students' IEPs for the 24-25 school year. As part of this training, staff will also learn how to appropriately implement and document students' accommodations, as monitored by campus leadership and SPED department chair.		
	When: August PD Days, then every 6 weeks for monitoring		
	Where: Cunningham ES multi-purpose room		
<b>Budget</b>	<b>Proposed item</b>	<b>Description</b>	<b>Amount</b>
	Staff development	Professional development during August PD, led by campus and district staff	\$0
	Materials/resources	Instructional materials, laptops, projector, screen	\$5000
	Purchased services		
	Other		
	Other		
	<b>TOTAL</b>		<b>\$5000</b>
	Funding sources: SPED Funds		