

CAMPUS NEEDS ASSESSMENT

Academic Year 2023-2024

School: Cunningham Elementary School

Meeting Location: Cunningham Elementary School

Committee Setup:

Name	Title/Position	Signature
Karen Harris	Principal	
Minnie Guerra	Teacher	
Ebony Murphy	Teacher	
Eva Ramos	Teacher	
Kathy Richards	Teacher (SPED)	
Alicia Casey Purnell	Nurse/Professional	
Jessica Ortiz	Wraparound/Non-Instru	
Katya M. Ramirez	Admin Assist/Non-Instru	
Tracey Maguire	Assist. Princ/School B	
Janet Romo	Assist. Princ/School B	
Jewel Nwokeocha	Counselor/Professional	
Melissa Mejia	Parent	
Lucia Gonzalez	Parent	
Perla Ramirez	Parent	
Silvre Ocamp	Business Partner	
Jessica Perez	Business Partner	
Rolanda Clements-Martin	Business Partner	
Jessica Torres	Business Partner	
Sandra Rodriguez	Community Member	
Veronica Hernandez	Community Member	

Minutes:

Based on the committee's outcomes from the campus needs assessment, for each indicator below please enter a summary, the strengths found, the problem of practice (improvement area) and the root cause found to be the cause/problem. Plus, indicate at least one Key Action for each indicator to include indicators of success, and specific actions.

STUDENT ACHIEVEMENT

Student Achievement Summary
SPED accommodation documentation in general education classrooms is not consistent.
Student Achievement Strength
Teachers have been trained on SPED accommodations, received a folder with each students' accommodations required, and provide strategies on ways to document accommodations.
Problem of Practice
Teachers do not document SPED accommodations with fidelity.
Root Cause
An accountability system for SPED accommodation documentation has not been established.

	<p>Key Action (<i>Briefly state the specific goal or objective.</i>)</p> <p>Provide and document SPED accommodations with fidelity.</p>
	<p>Indicators of success (<i>Measurable results that describe success.</i>)</p> <ul style="list-style-type: none"> 100% of teachers will receive a SPED IEP Accommodation Folder from the SPED Dept Chair by September 2023. 100% of teachers will receive professional development on how to read IEP's, how to implement accommodations, and how to document accommodations by the SPED Dept Chair and SPED Administrator by September 2023. 100% of teachers will implement accommodations and document accommodations every six weeks into PowerSchool, Progress Monitoring, and on student products. SPED Accommodation documentation will be monitored by the SPED Dept Chair and SPED Administrator every six weeks in October, December, January, March, April, and June for 100% completion.

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

- SPED Accommodation documentation will be monitored using an accountability system by the SPED Dept Chair and SPED Administrator at 100% completion.

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

- 100% of teachers will receive a SPED IEP Accommodation Folder from the SPED Dept Chair.
- 100% of teachers will receive professional development on how to read IEP's, how to implement accommodations, and how to document accommodations by the SPED Dept Chair and SPED Administrator.

100% of teachers will implement accommodations and document accommodations into PowerSchool, Progress Monitoring, and on student products.

CAMPUS CULTURE AND CLIMATE

Summary
The culture and trust with stakeholders regarding the district have impacted the culture on campuses.
Strength
Parents desire to be involved, informed, and empowered. Students and staff perform at effective levels in a positive environment.
Problem of Practice
School stakeholder culture has been compromised by the pandemic and changes in the district.
Root Cause
Culture regarding stakeholder's trust in the district and school system has been compromised due to lack of socialization and unplanned changes in the district.

	Key Action (<i>Briefly state the specific goal or objective.</i>) Increase culture between staff, students, and families.
	Indicators of success (<i>Measurable results that describe success.</i>) <ul style="list-style-type: none"> 85% of family possip entries will reflect positive experiences. 25% decrease of admin support for discipline. Increase from 95% to 96% in attendance.

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

- *Cycle celebrations for honor roll, attendance, and academics.*
- *Organize after-school clubs.*
- *Weekly Impact mentor program.*
- *Books between kids' celebration.*
- *STAAR celebrations for academic success*
- *Monthly student of the month*

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

- Staff will participate in after-school events.
- Staff will nominate student of the month.
- Staff will volunteer for after-school clubs.

STAFF QUALITY, RECRUITMENT, AND RETENTION

Summary

We lose 5-15% of our teaching staff annually due to promotions, due to relocations, or due to seeking a good professional fit.

Strength
We have maintained staff retention at 80% or higher each year. The majority of our teaching staff have ten years or more experience in education.
Problem of Practice
Staff seek professional options outside of the campus or district when they are not happy or full-filled.
Root Cause
Staff seek professional options outside of the campus or district when they do not feel connected, do not feel appreciated, or do not feel there are opportunities for professional growth.

	<p>Key Action (<i>Briefly state the specific goal or objective.</i>)</p> <p>Retain quality staff.</p>
	<p>Indicators of success (<i>Measurable results that describe success.</i>)</p> <ul style="list-style-type: none"> • 90% of campus staff will be retained for 2024-2025 school year. • Campus will remain 95% to 100% staffed.
	<p>Specific actions – school leaders (<i>What specific action steps will the building leaders take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> • <i>Monthly VIP teacher and staff recognition.</i> • <i>Monthly appreciation gifts.</i>

	<ul style="list-style-type: none"> • <i>Monthly staff appreciation luncheon.</i> • <i>Daily celebrations during teacher appreciation week.</i> • <i>Monthly SEL activities during staff meetings.</i> • <i>Teacher leader recruitments.</i> • <i>Positive affirmation notes and letters.</i> • <i>Daily social media postings will showcase the campus.</i>
	<p>Specific actions – staff (<i>What specific action steps will the staff take to accomplish the objective?</i>)</p> <ul style="list-style-type: none"> • Monthly staff nominations for awards. • Teachers facilitate SEL activities for staff. • Teachers will serve as mentors to new and developing teachers. • Teachers will post on media to showcase the school.

Parent and Community Engagement

Summary
The culture and trust with parent and the community with the district has impacted engagement.
Strength
Parents and the community want to be involved, informed, and empowered.

Problem of Practice
Culture has been compromised by the pandemic and changes in the district.
Root Cause
Culture regarding stakeholder's trust in the district and school system has been compromised due to lack of socialization and unplanned changes in the district.

	Key Action <i>(Briefly state the specific goal or objective.)</i> <p style="text-align: center;">Increase family and community engagement.</p>
	Indicators of success <i>(Measurable results that describe success.)</i> <ul style="list-style-type: none"> • We will increase family engagement to 175 by January 2024; increase to 200 by June 2024. • We will increase our PTO membership to 60 active members by December 2023; increase to 75 members by June 2024. • We increase our Platinum Friendly School Level with Family and Community Engagement by providing highly effective customer service and decreasing the number of customer service complaints to five each month.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>

- Administrators will schedule and advertise school events using the Marquee, website, Class Dojo, social media, and/or Call Messenger.
- Administrative Assistant will send PTO flyers highlighting membership, meetings, and events using the Marquee, website, Class Dojo, social media, and/or Call Messenger.
- We increase our Platinum Friendly School Level with Family and Community Engagement to Diamond Friendly School Level by June 2024.

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

- All school staff will provide effective customer service that focus on friendly resolutions.
- Teachers will communicate weekly with school families on student progress and upcoming events using weekly communication folders, phone calls, and/or Class Dojo.
- Teachers will hold a Progress Conference with 100% of parents for a mid-year update on student academic progress.

Curriculum, Instruction, and Assessment

Summary
Teachers will provide high quality instruction or effective Tier I instruction to increase student achievement.
Strength
Teachers received training from the district and from campus admin on high quality instructional strategies. Teachers practice high quality instruction and receive weekly feedback on instructional practices.
Problem of Practice
Teachers did not provide high quality instruction consistently.
Root Cause
Teachers did not provide high quality instruction consistently due to teacher capacity.

	<p>Key Action (<i>Briefly state the specific goal or objective.</i>)</p> <p>Increase staff capacity to provide high quality Tier I instruction.</p>
	<p>Indicators of success (<i>Measurable results that describe success.</i>)</p> <ul style="list-style-type: none"> 100% of teachers will receive professional development on High Quality Instruction using MRS Strategies by administration during August Professional Development. 70% of scores on spot observations conducted in December 2023 will be proficient or higher; the percentage will increase to 80% by May 2024. 70% of teachers will be proficient or higher in the delivery of high quality instruction using MRS Strategies as measured in the HISD spot observation form by December 2023; the percentage will increase to 80% by May 2024. <p>70% of teachers will be proficient or higher in the delivery of high quality instruction by embedding rigor or critical thinking learning activities aligned to grade level TEKS by December 2023; the percentage will increase to 80% by May 2024.</p>

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

- 100% of teachers will receive professional development on High Quality Instruction using MRS Strategies by administration during August Professional Development.
- 100% of appraisers will conduct daily/weekly spot observations and feedback (real time coaching and/or written) or professional development for high quality instruction for MRS Strategies and rigor or critical thinking activities aligned to grade level TEKS by appraisers.

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

- 80% of teachers will be proficient or higher in the delivery of high quality instruction using MRS Strategies as measured in the HISD spot observation form by May 2024.
- 80% of teachers will be proficient or higher in the delivery of high quality instruction by embedding rigor or critical thinking activities aligned to grade level TEKS by May 2024.
- Teachers will internalize lessons using amplify and eureka curriculum. Conduct effective PLC's that focus on data and specific instructional strategies on Fridays, facilitated by administration or teachers.

Technology

Summary
Students will participate in online education programs in Reading and Math to increase their proficiency working with technology, to increase their endurance working online, and to close academic gaps.
Strength
Students have daily access to technology. Teachers have embedded time for technology in the instructional schedule. The online programs support and enhance student academic growth.
Problem of Practice
Students are not familiar with technology applications, does not have the endurance to work for long periods of time with academic technology, and students have academic gaps to close.
Root Cause
Students need more time navigating technology for the use of academic growth.

	Key Action (<i>Briefly state the specific goal or objective.</i>) Students will use Zearn, i-Ready, and Summit K-12 to increase student achievement.
	Indicators of success (<i>Measurable results that describe success.</i>) <ul style="list-style-type: none"> • Students will complete 90 minutes or 3 lessons per week of zearn. • Students will complete 45 minutes of iready a week. • Students will complete 45 minutes of summit k-12 a week.

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

- *1st – 5th will have access to one-to-one technology.*
- *Monitor zearn, iready and summit weekly usage reports.*
- *Provide professional development to staff on zearn, iready and summit.*

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

- *Will attend professional development on platforms.*
- *Teachers will secure and maintain classroom technology.*
- *Teachers will track student usage and report.*
- *Teachers will use data to plan small group interventions.*