

# Wichita Falls Independent School District

## Cunningham Elementary

### 2022-2023 Campus Improvement Plan

Accountability Rating: B



# Mission Statement

The mission of Cunningham Elementary School is to inspire lifelong learning in a positive, safe, and respectful environment. In partnership with parents and community, our staff will support the uniqueness of all students and meet individual needs through diversified instruction while upholding high expectations.

## Vision

The vision of Cunningham Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cunningham Elementary is a Title 1 School with 69.42% of student being economically disadvantaged. The at-risk rate of students is 44.64%. The ethnic distribution is as follows:

6.47% African American

35.71% Hispanic

0.89% Asian

6.70% two-or more races

49.78% White.

Cunningham's Special Education population makes up 29.69% of the total student population. We also serve four district centralized Special Education programs; LIFE, LEAP, ESCE, and the Regional Program for the Deaf and Hard of Hearing, as well as one Head Start PK classroom.

Daily Attendance Rate: 98.4%

### Demographics Strengths

Cunningham serves a diverse population of students and we have a campus-wide acceptance of students with special needs.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Certain student groups, specifically special ed students and low economically disadvantaged, met grade level on the state assessments at a much lower percentage compared to students who are not in those groups. **Root Cause:** These populations of students are measured against a set standard versus their growth.

**Problem Statement 2:** Cunningham experienced an upward trend of students in all grades that qualify as economically disadvantaged. **Root Cause:** Across the city of WF the

poverty rate is increasing and that is affecting the percentage of students that are qualifying as Economically Disadvantaged.

**Problem Statement 3:** Cunningham staff demographic breakdown does not reflect the student and family population we serve. **Root Cause:** Lack of qualified applicants that look like the population we serve.

# Student Learning

## Student Learning Summary

\* Data taken from Eduphoria

In Domain 1, student achievement:

STAAR:

3rd RLA 65% Approaches, 40% Meets, 26% Masters, 3rd Math 53% Approaches, 12% Meets, 5% Masters

4th RLA 59% Approaches, 32% Meets, 16% Masters, 4th Math 63% Approaches, 29% Meets, 18% Masters

5th RLA 79% Approaches, 59% Meets, 36% Masters, 5th Math 84% Approaches, 52% Meets, 21% Masters, 5th Science 77% Approaches, 50% Meets, 13% Masters

STAAR ALT:

4th RLA 100% Satisfactory, 4th Math 100% Satisfactory

In Domain 2, School Progress

2A/Academic Growth 88 out of 100

2B/Relative Performance 74 out of 100

In Domain 3, Closing the Gaps

74 out of 100,

MAP Growth Data (% of students who met expected growth)

K Math 48%

1st Math 63% Reading 44%

2nd Math 55% Reading 45%

3rd Math 45% Reading 50%

4th Math 65% Reading 54%

5th Math 68% Reading 62%

### **Student Learning Strengths**

Students earned 88 out of 100 for student growth on STAAR

1/3 of 5th graders scored in the Masters range on the Reading STAAR

Our STAAR-Alt2 students consistently score satisfactorily in all subjects.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Cunningham scored in the C range for student achievement and closing the gaps. **Root Cause:** Lack of targeted instruction during tutoring and differentiation based instruction.

**Problem Statement 2 (Prioritized):** Less than 80% of students showed projected growth on MAP in all subjects, all grade levels. **Root Cause:** Lack of use of the prescribed activities in MAP

**Problem Statement 3 (Prioritized):** Students in the White student group did not score Meets Grade Level or above in Reading or Math during the 2018, 2019, and 2022 testing years. **Root Cause:** COVID learning loss, lack of targeted intervention

**Problem Statement 4 (Prioritized):** Students in the Hispanic, White, Two or more races and SpEd indicators did not meet the target in closing the gaps (student achievement) in 2018, 2019, and 2022. **Root Cause:** COVID learning loss, lack of targeted intervention

# School Processes & Programs

## School Processes & Programs Summary

Cunningham will continue to implement all components in Balanced Literacy and in Guided Math with our staff. The instructional coach supports teachers in improving instruction by observing classes, helping to plan and facilitating PLC meetings, and meeting with teachers on a regular basis. All classrooms will be equipped with Chromebooks. We will have 39 classrooms outfitted with digital sound fields for all students' benefit, but especially our student who are deaf and hard of hearing. Three classrooms will also be equipped with classroom cameras so that the deaf education teachers are able to flip lesson in the classroom for parent and students to access at home. New teachers will also be trained in Seidlitz instructional strategies to help support ELL students, SPED students, and struggling learners. Grade 4 and 5 teachers and tutors will receive training for AI tutoring and will support students as needed.

## School Processes & Programs Strengths

Cunningham has a weekly scheduled PLC time for grade level teachers to meet together with the instructional coach. Some of the PLC meetings are facilitated by campus administration to use for job embedded professional development. We also have a monthly scheduled time that allows for vertical team meetings with a focus on consistency of academic vocabulary through out grade levels. Additionally, we have a monthly scheduled time for teacher leaders to meet with each other and admin. Teachers also meet regularly for MTSS to discuss the needs of students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Not all staff have an understanding for: Seidlitz, HRS/ASOT, CKH, Science of Teaching Reading, Guided Math, STEAM, SPED Supports, PLCs, MTSS, Accelerated Instruction, etc. **Root Cause:** The transition in staff and not having a continuous training model. Formal monitoring has not taken place.

**Problem Statement 2:** Teachers are often confused about what is going on in the day to day operations of the campus. **Root Cause:** Lack of communication from administration



# Perceptions

## Perceptions Summary

Cunningham staff will provide a safe and secure environment for all students. The focus will be on improving student achievement and student academic success. Our campus provides opportunities for students to become involved through after-school enrichment clubs. Cunningham provides a friendly and nurturing learning environment for all students. Our goal is to empower students to become lifelong learners. All teachers will provide students with data-driven instruction. Students have individual data folders in order to track their own learning and set learning goals. Our students participate in a school-wide Character Ed Program with the school counselor.

The staff at Cunningham will continue to have high standards for students. Assessment scores will be disaggregated to determine strengths and areas in need of improvement. Targeted instruction will take place based on assessment results. MTSS meetings will be held a minimum of every 9 weeks. Daily Response to Intervention time will be scheduled and utilized. All interventions will be targeted and skill based. Cunningham staff is committed to improved student academic achievement.

## Perceptions Strengths

Cunningham provides a friendly and nurturing learning environment for all students. Cunningham strategically places staff in areas of our building before school, during lunch, and after school to ensure the safety of all students. All students are greeted by staff each morning as they arrive. The security doors are used daily and are beneficial regarding campus security.

Cunningham is a Level 1 HRS certified campus. We also implement Capturing Kids Hearts framework to help build relationships with students and staff.

Meet the Teacher is held in August for families to come and visit with their child's new teacher. Other involvement events are planned throughout the year. Two large parent and community involvement events are held each year - one per semester. The Fall event focuses on family connections, and the Spring event focuses on STEAM. Parents are asked to complete parent surveys at this event.

Cunningham has supportive PIE partners. Read to Learn for 2nd grade. PALS/Mentors for students and other volunteers that support students.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Lack of after school clubs and UIL **Root Cause:** Previous admin opted out of UIL

**Problem Statement 2:** Overall culture is low due to lack of recognition/appreciation for staff and students. **Root Cause:** Campus had awards assemblies, but with limited awards and few students were celebrated.

# Priority Problem Statements

**Problem Statement 1:** Cunningham scored in the C range for student achievement and closing the gaps.

**Root Cause 1:** Lack of targeted instruction during tutoring and differentiation based instruction.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 3:** Not all staff have an understanding for: Seidlitz, HRS/ASOT, CKH, Science of Teaching Reading, Guided Math, STEAM, SPED Supports, PLCs, MTSS, Accelerated Instruction, etc.

**Root Cause 3:** The transition in staff and not having a continuous training model. Formal monitoring has not taken place.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 2:** Less than 80% of students showed projected growth on MAP in all subjects, all grade levels.

**Root Cause 2:** Lack of use of the prescribed activities in MAP

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** Students in the White student group did not score Meets Grade Level or above in Reading or Math during the 2018, 2019, and 2022 testing years.

**Root Cause 4:** COVID learning loss, lack of targeted intervention

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Students in the Hispanic, White, Two or more races and SpEd indicators did not meet the target in closing the gaps (student achievement) in 2018, 2019, and 2022.

**Root Cause 5:** COVID learning loss, lack of targeted intervention

**Problem Statement 5 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## 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
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data





- Communications data






# Goals

**Goal 1:** Recruit, retain, and support teachers and principals.

**Performance Objective 1:** Maintain 90% of staff at the end of the 2022-2023 school year.

- Evaluation Data Sources:** WFISD Staffing Information  
 Resignation/retirement letters  
 Mentors assigned  
 New Teacher Academy Agenda  
 New Teacher Academy Sign In Sheets  
 New Staff Survey and Results








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will meet all guidelines regarding the certified status requirements for teachers and paraprofessionals. If needed, the campus will provide notifications to parents if staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan.</p> <p><b>Strategy's Expected Result/Impact:</b> HR Certified teacher report Principal Attestation</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All staff will be offered staff development opportunities, either on campus, within WFISD, or out of district, throughout the year.</p> <p>*Professional development will be provided for all staff. PD will be designed to support improved student achievement.</p> <p>To include, but not limited to: Inclusion/Special Education, MTSS, PLC, Differentiation, NASOT, TBSI, and the support of English Learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have a better understanding of best practices and district initiatives</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Coach and District Curriculum Staff</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The instructional coach and campus administrators will focus on providing assistance to teachers in need of instructional strategies and resources. The focus will be on new (including new to grade level) and/or struggling teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in content knowledge, planning and lesson delivery.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coaches; campus administrators</p> <p><b>- TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Goal 2:** Build a foundation of literacy and numeracy and other foundational skills .

**Performance Objective 1:** 80% of Pre-K students will score on or above grade level in letter knowledge at Wave 3 of the CLI Assessment.  
90% of Pre-K students will be on track as measured by the CLI math overall measure at Wave 3 of the CLI Assessment.






**Evaluation Data Sources:** CLI Engage Assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Pre-K teachers will create a literacy and numeracy environment and will conduct regularly formal and informal assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased literacy and numeracy competence Student learning will be reviewed and discussed during PLC.</p> <p><b>Staff Responsible for Monitoring:</b> Pre-K Teachers Instructional Coach Campus Admin</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Encourage parents and families to send students to Pre-Kindergarten sending home information about Pre-Kindergarten Roundup in the Spring.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Build a foundation of literacy and numeracy and other foundational skills .

**Performance Objective 2:** 80% of Kindergarten students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments.






**Evaluation Data Sources:** NWEA MAP Assessments & Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> KG teachers will meet weekly with IC to plan and go over data relating to weekly phonics and math skills aligned to TRS.</p> <p><b>Strategy's Expected Result/Impact:</b> All students leaving Kinder reading on grade level More students will meet expected growth</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach and Campus Admin</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Build a foundation of literacy and numeracy and other foundational skills .

**Performance Objective 3:** 80% of First Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments.

**Evaluation Data Sources:** NWEA MAP Assessments & Reports






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> 1st grade team will meet weekly in PLCs to plan and disaggregate scores from Phonics assessment, Unit assessments and Weekly TRS aligned Math assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention. Highest need skills will be looped into weekly assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> 1st Grade teachers Instructional Coach Campus Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			



**Goal 2:** Build a foundation of literacy and numeracy and other foundational skills .

**Performance Objective 4:** 80% of Second Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments.






**Evaluation Data Sources:** NEWA MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Second Grade team will meet weekly in PLCs to plan and disaggregate scores from Phonics assessment, Unit assessments and Weekly TRS aligned Math assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention. Highest need skills will be looped into weekly assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased MAP Scores More students meeting expected growth</p> <p><b>Staff Responsible for Monitoring:</b> Second Grade Teachers Instructional Coach Campus Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 2:** Build a foundation of literacy and numeracy and other foundational skills .

**Performance Objective 5:** 80% of Third Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments.






**Evaluation Data Sources:** MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. Students will be grouped by needed skills and worked with at the teacher table weekly. 3rd grade team will meet weekly in PLCs to plan and disaggregate current data i.e.; Unit assessments and Weekly TRS aligned assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased MAP scores. More students will meet expected growth</p> <p><b>Staff Responsible for Monitoring:</b> Third Grade Teachers Instructional Coach Campus Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	May
			
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**Goal 2:** Build a foundation of literacy and numeracy and other foundational skills .

**Performance Objective 6:** 80% of Fourth Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments.






**Evaluation Data Sources:** MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. Students will be grouped by needed skills and worked with at the teacher table weekly. 4th grade team will meet weekly in PLCs to plan and disaggregate current data i.e.; Unit assessments and Weekly TRS aligned assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved MAP Scores More students will meet expected growth</p> <p><b>Staff Responsible for Monitoring:</b> Fourth Grade Teachers Instructional Coach Campus Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 2:** Build a foundation of literacy and numeracy and other foundational skills .

**Performance Objective 7:** 80% of Fifth Grade students will meet or exceed expected growth as measured by the EOY MAP Reading & Math Assessments.







**Evaluation Data Sources:** MAP Assessment / Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. Students will be grouped by needed skills and worked with at the teacher table weekly. 5th grade team will meet weekly in PLCs to plan and disaggregate current data i.e.; Unit assessments and Weekly TRS aligned assessments. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved MAP Scores More students meeting expected growth</p> <p><b>Staff Responsible for Monitoring:</b> Fifth Grade Teachers Instructional Coach Campus Admin</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Goal 3:** Connect high school to career and college.

**Performance Objective 1:** Increase student awareness of post-secondary opportunities by offering at least 2 college and career awareness activities by the end of the 2022-2023 school year.



**Evaluation Data Sources:** Flyers, Agendas, Photos, and Student Surveys






Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Make students aware of post-secondary opportunities by all staff displaying a "meet the teacher" poster outside of their classroom that focuses on education and certifications/trades/military experience.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of post-secondary opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Host a career exploration day. Each grade level will recruit parents from different professions to come and speak in 10-15 minute increments about their different career paths and the steps it took to get there.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of post-secondary opportunities. Job exploration</p> <p><b>Staff Responsible for Monitoring:</b> College &amp; Career Committee</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Snacks for Career night - Title 1 Part A - 21161649900108330215 - \$150, Materials for career night - Title 1 Part A - 21161639900108330215 - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** Improve Closing the Gaps indicator domain 3 score from 74 to 82 by May 2023.

**Evaluation Data Sources:** STAAR Assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling, tutoring, and accelerated instruction in small group settings.</p> <p><b>Strategy's Expected Result/Impact:</b> MTSS Meeting information, MAP Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, At-Risk-Coordinator, Counselor, Teachers</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Instructional Coach salary - Title 1 Part A - 21111611900108330000 - \$75,316</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SCE and Title funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners. Additional technology, Chromebook carts, smart boards, headphones and technology licenses will be purchased to aide in the instruction in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower group sizes in order to increase intervention time in stations. Enhanced learning during Response to Intervention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Federal Programs office</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Online Intervention Program (Ed Galaxy) - Title 1 Part A - 21111624800108330000 - \$4,600, Additional Tutors for AI and HB4545 Tutoring - Title 1 Part A - 21111611867108330000 - \$21,080, Tutoring materials - Title 1 Part A - 21111639900108330000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> The campus will implement an RTI period designed to identify and fill individual learning gaps. RTI times will be scheduled daily and MAP data will be used to track student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in performance both reading and math as measured by Domain 1 and Domain 3 of the accountability system.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Coach, classroom teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 3, 4</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Cunningham scored in the C range for student achievement and closing the gaps. <b>Root Cause:</b> Lack of targeted instruction during tutoring and differentiation based instruction.</p> <p><b>Problem Statement 2:</b> Less than 80% of students showed projected growth on MAP in all subjects, all grade levels. <b>Root Cause:</b> Lack of use of the prescribed activities in MAP</p> <p><b>Problem Statement 3:</b> Students in the White student group did not score Meets Grade Level or above in Reading or Math during the 2018, 2019, and 2022 testing years. <b>Root Cause:</b> COVID learning loss, lack of targeted intervention</p> <p><b>Problem Statement 4:</b> Students in the Hispanic, White, Two or more races and SpEd indicators did not meet the target in closing the gaps (student achievement) in 2018, 2019, and 2022. <b>Root Cause:</b> COVID learning loss, lack of targeted intervention</p>

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** Help motivate students through recognition programs, maintaining at least 4 school wide recognition programs, by the end of the 2022-2023 school year and continuing classroom level recognition.

**Evaluation Data Sources:** Awards Ceremonies






Student of the Month

Academic Recognition

9 weeks parties

Fun Fridays

PBIS Classroom Incentives/classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a variety of programs within the classroom and across the campus, including, but not limited to:  Awards Ceremonies  Student of the week  Academic Recognition  9 weeks parties  Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, and ready to learn.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Funding Sources:</b> Awards - SCE - 199e11639900108030000 - \$500</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			



**Goal 4:** Improve low performing schools.

**Performance Objective 3:** Increase parent awareness and engagement opportunities by utilizing at least 3 modes of parent communication throughout the 22-2023 school year.








**Evaluation Data Sources:** Class Dojo  
Social Media  
Newsletter  
Calendars

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Post monthly calendars with up to date information about events, dress up days, holidays, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be aware of upcoming events and will provided with timely information about what's happening at school. More parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will make positive calls home to parents/families.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will build a positive rapport with parents/families. Parents/families will be more receptive to any future potential negative calls that may have to take place.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Campus Admin</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 4:** Increase parent and family involvement in the school community by offering a family engagement night in the fall. The family engagement night will be coupled with a Title 1 meeting for families.








**Evaluation Data Sources:** Parent Survey

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Organize and implement a fall Trunk and Treat where families will play fun educational games and also be presented with the Title 1 information for our campus at a general session.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent and family involvement and awareness of Title 1 information.</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Engagement committee, Principals</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Funding Sources:</b> Supplies - Title 1 Part A - 21161639900108330215 - \$500, Snacks - Title 1 Part A - 21161649900108330215 - \$150</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** Improve low performing schools.

**Performance Objective 5:** Provide students opportunities to be involved in extra curricular activities to help build a sense of community.

**Evaluation Data Sources:** Club Sign up Forms  
 Student Council voting  
 UIL sign ups

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide students opportunities to participate in after school clubs including Art Club, Choir, and Jr. Robotics/STEM Club.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided the opportunity to participate in an activity that they may not be exposed to outside of the school setting. Students may find a new interest.</p> <p><b>Staff Responsible for Monitoring:</b> Club sponsors Administrators</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Cunningham Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.8

Brief Description of SCE Services and/or Programs

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## Personnel for Cunningham Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amoy, Brown	Aide	0.9
Jack Malone	Aide	0.9

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hunt, Cheryl	Instructional Coach	School Wide	1

# 2022-2023 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Amy Simmons	Principal
Administrator	Rebecca Alfert	Assistant Principal
Classroom Teacher	Michelle Keller	2nd Grade Teacher
Counselor	Jessica Gardea	Counselor
Classroom Teacher	Cheryl Hunt	Instructional Coach
Classroom Teacher	Tangela Shrubs	1st Grade Teacher
Classroom Teacher	Jessica Hughes	Teacher-PPCD-3
Classroom Teacher	Carmen Thomas	Kindergarten Teacher
Classroom Teacher	Melissa Zillweger	3rd Grade Teacher
Classroom Teacher	Elizabeth Renfroe	4th Grade Teacher
Classroom Teacher	Ellen Shannon	5th Grade Teacher
Classroom Teacher	Susan McCoy	LIFE Teacher
Classroom Teacher	Sadie Girouard	Deaf Education Teacher
Classroom Teacher	Tina Dean	SpEd Teacher
Parent	Kala Cahill	Parent
Classroom Teacher	Jeffery Scruggs	Head Start Teacher
Classroom Teacher	Melissa Beck	Physical Education Teacher
Paraprofessional	Mandy Chandler	Paraprofessional
Paraprofessional	Alexandra Ridig-In	Paraprofessional
District-level Professional	Misti Spear	District Representative
Business Representative	Roger Gardea	Business Member

# Addendums

## 2022-23 Title I Campus Budget

Cunningham Elementary Amy Simmons

Estimated 2022-23 Title I Budget Allocation: \$75,316

Estimated Discretionary Funds: **\$31,979**

Total **\$107,295**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
<b>Personnel:</b>									
211	11	6112	00	108	3	30	000	\$1,200	Substitutes
211	11	6118	67	108	3	30	000	\$21,080	Tutoring
211	11	6118	00	108	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	108	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	108	3	30	000	\$75,316	Teacher Salaries, Stipends & Benefits
211	11	6129	00	108	3	30	000		Aide Salaries, Stipends & Benefits
<b>Contracted Services:</b>									
211	13	6239	00	108	3	30	000		Region Esc Services
211	11	6248	00	108	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	108	3	30	000	\$4,600	On-line services/Maint agreements
211	34	6294	67	108	3	30	000		Student busing for tutorials
211	11	6297	00	108	3	30	000	\$100	Printing
211	11	6299	00	108	3	30	000		Contracted Services - For Students
211	13	6299	00	108	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
<b>Supplies/Computers/Equipment:</b>									
211	11	6329	00	108	3	30	000		Instructional Reading materials/books
211	11	6339	00	108	3	30	000	\$1,500	STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	108	3	30	000		Technology
211	11	6396	00	108	3	30	000		Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	108	3	30	000		Software/Licenses
211	11	6399	00	108	3	30	000	\$2,949	Instructional classroom supplies/materials
<b>Travel:</b>									
211	13	6411	00	108	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	108	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
<b>TOTALS</b>								<b>\$107,295</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

<b>Parent &amp; Family Engagement (PFE):</b>								<b>\$1,539</b>	
211	61	6239	00	108	3	30	215		<i>PFE Region Service Center Fees (Conference registration)</i>
211	61	6299	00	108	3	30	215		<i>PFE Contracted Services</i>
211	61	6297	00	108	3	30	215	\$200	<i>PFE Printing</i>
211	61	6399	00	108	3	30	215	\$1,039	<i>PFE Supplies</i>
211	61	6411	00	108	3	30	215		<i>PFE Travel Expenses for Conferences</i>
211	61	6499	00	108	3	30	215	\$300	<i>PFE Snacks</i>
<b>TOTALS</b>								<b>\$1,539</b>	
<b>Remaining Funds to Allocate:</b>								<b>\$0</b>	

Non-transferrable: Encumbered

Non-transferrable: Must remain in PFE

Principal Signature:

Date:



