Wichita Falls Independent School District

Cunningham Elementary

2023-2024 Campus Improvement Plan

Mission Statement

The mission of Cunningham Elementary School is to empower life long learners in an inclusive, safe, and respectful environmen, while upholding high expectations for all students.

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Comprehensive Needs Assessment

Revised/Approved: August 4, 2023

Demographics

Demographics Summary

The 2021-2022 TAPR report shows Cunningham Elementary is a Title 1 School with 448 students enrolled. 69.9% of student being economically disadvantaged. The at-risk rate of students is 44.64%.The ethnic distribution is as follows:

6.5% African American

 35.3% Hispanic

0.9% Asian

1.4% American Indian

6.70% two-or more races

50.2% White.

Cunningham's Special Education population makes up 29% 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.

Daily Attendance Rate: 94.9% (2021-2022 TAPR)

Demographics Strengths

Cunninhgham 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.

Student Learning

Student Learning Summary

* Data taken from Eduphoria

In Domain 1, student achievement:

STAAR:

3rd RLA 62.5% Approaches, 37.5% Meets, 10.42% Masters, 3rd Math 62.5% Approaches, 27.08% Meets, 4.17% Masters

4th RLA 69.81% Approaches, 24.53% Meets, 11.32% Masters, 4th Math 32.08% Approaches, 13.21% Meets, 7.55% 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:

3rd RLA 100% Approaches, 3rd Math 100% Approaches

5th RLA 100% Approaches, 5th Math 100% Approaches, 5th Science 100% Approaches

In Domain 2, School Progress

2A/Academic Growth 50

2B/Relative Performance 56

In Domain 3, Closing the Gaps

30

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

K Math 74%   Reading 58%

1st Math 74% Reading 51%

2nd Math 28% Reading 53%

3rd Math 32% Reading 55%

4th Math 39% Reading 45%

5th Math 43% Reading 31%

Student Learning Strengths

Students in K-2nd showed lots of growth from BOY to EOY MAP.

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Cunningham is projected to score F on state accountability ratings.   **Root Cause:** Lack of targeted instruction during tutoring and differentiation based instruction.

Problem Statement 2 (Prioritized): Identifying students to place in tiered instruction and RTI implementation is not effective.   **Root Cause:** Lack of teacher resources. Lack of structure and not following a prescribed plan based on data. Student Behavior slows down productive time during RTI.

School Processes & Programs

School Processes & Programs Summary

Cunningham will continue to implement all components in Balanced Literacy, Science of Teaching Reading, 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 especailly our student who are deaf and hard of hearing. Three classrooms will aslo 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: 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 (Prioritized): Lack of alignment between grade levels in alignment to help prevent learning gaps. **Root Cause:** No time to meet vertically between grade levels. There is also a lack of a comprehensive curriculum that runs through all grade levels.

Problem Statement 3 (Prioritized): Lack of collaboration between SpEd and Gen Ed teachers to address and prevent learning gaps. **Root Cause:** SpEd teachers are not attending PLC and MTSS meetings. Gen Ed teachers have a lack of understanding of best practices for SpEd students.

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. A Parent Orientation Night is also held in August for parents to be familar with grade level procedures and policies. 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 college and career opportunities. 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 (Prioritized): There was a lack of consistency in schoolwide discipline.   **Root Cause:** Not all staff followed the discipline flow chart. Teachers are not knowledgeable of laws regarding discipline for special populations. There was very little professional development for discipline issues.

Priority Problem Statements

Problem Statement 1: Cunningham is projected to score F on state accountability ratings.

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

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Identifying students to place in tiered instruction and RTI implementation is not effective.

Root Cause 2: Lack of teacher resources. Lack of structure and not following a prescribed plan based on data. Student Behavior slows down productive time during RTI.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of alignment between grade levels in alignment to help prevent learning gaps.

Root Cause 3: No time to meet vertically between grade levels. There is also a lack of a comprehensive curriculum that runs through all grade levels.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of collaboration between SpEd and Gen Ed teachers to address and prevent learning gaps.

Root Cause 4: SpEd teachers are not attending PLC and MTSS meetings. Gen Ed teachers have a lack of understanding of best practices for SpEd students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There was a lack of consistency in schoolwide discipline.

Root Cause 5: Not all staff followed the discipline flow chart. Teachers are not knowledgeable of laws regarding discipline for special populations. There was very little professional development for discipline issues.

Problem Statement 5 Areas: Perceptions

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Discipline records

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

Revised/Approved: August 4, 2023

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

Performance Objective 1: Maintain 90% of staff at the end of the 2023-2024 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		
Strategy 1: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: HR Certified teacher report Principal Attestation **Staff Responsible for Monitoring:** Principal and Assistant Principal - **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: All staff will be offered staff development opportunities, either on campus, within WFISD, or out of district, throughout the year.	**Formative**		
*Professional development will be provided for all staff. PD will be designed to support improved student achievement.	**Nov**	**Feb**	**May**
To include, but not limited to: Inclusion/Special Education, MTSS, PLC, Differentiation, NASOT, TBSI, and the support of English Learners. **Strategy's Expected Result/Impact:** Staff will have a better understanding of best practices and district initiatives **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Coach and District Curriculum Staff - **TEA Priorities:** Recruit, support, retain teachers and principals	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improvement in content knowledge, planning and lesson delivery. **Staff Responsible for Monitoring:** Instructional coaches; campus administrators - **TEA Priorities:** Recruit, support, retain teachers and principals	50%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: 80% of Pre-K students will score "on track" in the following areas of CLI: rapid letter naming, rapid vocabulary, and phonological awareness.
80% of Pre-K students will score "on track" on CLI math overall measure at the end of the year

Evaluation Data Sources: CLI Engage Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: Pre-K teachers will create a literacy and numeracy environment and will conduct regularly formal and informal assessments.	**Formative**		
Strategy's Expected Result/Impact: Increased literacy and numeracy competence Student learning will be reviewed and discussed during PLC.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Pre-K Teachers Instructional Coach Campus Admin - **TEA Priorities:** Build a foundation of reading and math	50%		
0% No Progress 100% 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		
Strategy 1: KG teachers will meet weekly during PLC to plan and go over data relating to weekly phonics and math skills aligned to TRS.	**Formative**		
Strategy's Expected Result/Impact: All students leaving Kinder reading on grade level More students will meet expected growth	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Instructional coach and Campus Admin **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Online program iXL for taregted intervention - Title 1 Part A - 19911624800108030000	50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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		
Strategy 1: 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.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased student achievement **Staff Responsible for Monitoring:** 1st Grade teachers Instructional Coach Campus Admin **ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Online program iXL for targeted intervention - Title 1 Part A - 19911624800108030000	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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		
Strategy 1: 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.	Formative		
	Nov	Feb	May

Strategy's Expected Result/Impact: Increased MAP Scores
More students meeting expected growth
    Staff Responsible for Monitoring: Second Grade Teachers
Instructional Coach
Campus Admin
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**
    Funding Sources: Onlline program iXL for targeted intervention - Title 1 Part A - 19911624800108030000
	50%		

0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue	

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 2023-2024 school year.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Staff and students will also participate in college t-shirt days. **Strategy's Expected Result/Impact:** Increased awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Connect high school to career and college	Formative		
	Nov	Feb	May
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: 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. **Strategy's Expected Result/Impact:** Increased awareness of post-secondary opportunities. Job exploration **Staff Responsible for Monitoring:** College & Career Committee **TEA Priorities:** Connect high school to career and college **Funding Sources:** Snacks for Career night - Title 1 Part A - 21161649900108330215 - $150, Materials for career night - Title 1 Part A - 21161639900108330215 - $500	Formative		
	Nov	Feb	May
	N/A		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Improve low performing schools.

Performance Objective 1: Help motivate students through recognition programs, maintaining at least 4 school wide recognition programs, by the end of the 2023-2024 school year and continuing classroom level recognition.

Evaluation Data Sources: Awards Ceremonies
Academic Recognition
9 weeks parties
Fun Fridays
PBIS Classroom Incentives/classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.)

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a variety of programs within the classroom and across the campus, including, but not limited to:	**Formative**		
Awards Ceremonies Academic Recognition	**Nov**	**Feb**	**May**
9 weeks parties Classroom Motivators/Incentives (Punch Cards, Bean Jars, etc.) **Strategy's Expected Result/Impact:** Students will be motivated to strive for greatness in both academics and behavior. Students will be respectful, responsible, and ready to learn. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Awards - SCE - 199e11639900108030000 - $500	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Improve low performing schools.

Performance Objective 2: Increase parent awareness and engagement opportunities by utilizing at least 3 modes of parent communication throughout the 23-2024 school year.

Evaluation Data Sources: Class Dojo
Social Media
Newsletter
Calendars

Strategy 1 Details	Formative Reviews		
Strategy 1: Post monthly calendars with up to date information about events, dress up days, holidays, etc.	**Formative**		
Strategy's Expected Result/Impact: Parents will be aware of upcoming events and will provided with timely information about what's happening at school.	**Nov**	**Feb**	**May**
More parental involvement **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will make positive calls home to parents/families.	**Formative**		
Strategy's Expected Result/Impact: 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.	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Classroom teachers, Campus Admin **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	N/A		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Improve low performing schools.

Performance Objective 3: Promote parent and family involvement in the school community by offering 2 family engagement events during the 2023-2024 school year. The family engagement will be coupled with a Title 1 meeting for families.

    Evaluation Data Sources: Parent Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: 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.	**Formative**		
Strategy's Expected Result/Impact: Increase parent and family invlovement and awareness of Title 1 information.	**Nov**	**Feb**	**May**

Staff Responsible for Monitoring: Parent and Family Engagement committee, Princiapl
 	
    Title I:
4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Supplies - Title 1 Part A - 21161639900108330215 - $936, Snacks - Title 1 Part A - 21161649900108330215 - $600 , Printing - Title 1 Part A - 21161629700108330215 - $200
	100%	100%	100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 4: Provide students opportunities to be involved in extra curricu. uar acitivites to help build a sense of community.

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

Strategy 1 Details	Formative Reviews		

Strategy 1: Provide students opporutinities to participate in after school clubs including , but not limited to UIL, Art Club, Choir, and Jr. Robotics/STEM Club.
 	
    Strategy's Expected Result/Impact: 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.
    Staff Responsible for Monitoring: Club sponsors
Administrators
 	
    TEA Priorities:
Improve low-performing schools
  - ESF Levers:
Lever 3: Positive School Culture
	Formative		

	Nov	**Feb**	**May**
	50%		

Strategy 2 Details	Formative Reviews		

Strategy 2: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and related services.
5th graders will attend the Life Decisions Event
Students participate in fitness gram assessment
    Strategy's Expected Result/Impact: Increased support for individual students who may be experiencing difficult or extreme living situations
Educate students on proper hygiene, healthy eating, and good life habits
Asses physical abilities in PE
    Staff Responsible for Monitoring: Administration
Counselor
PE Teacher
 	
    TEA Priorities:
Improve low-performing schools
  - ESF Levers:
Lever 3: Positive School Culture
	Formative		

	Nov	**Feb**	**May**
	50%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for students of special populations to be included in day to day activities across campus, including, but not limited to; the playground, cafeteria, and special events.	Formative		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Create a more inclusive school experience for our students in special populations. This will align with our current mission.
    Staff Responsible for Monitoring: Principal
Special Education Teachers
General Education Teachers
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: Improve low performing schools.

Performance Objective 5: Increase overall campus attendance rate to 95% or higher for the 2023-2024 school year.

   Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize students with perfect attendance during 9 weeks awards ceremonies.	**Formative**		
Strategy's Expected Result/Impact: Increased attendance	**Nov**	**Feb**	**May**
Staff Responsible for Monitoring: Attendance Clerk Administration Counselor **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	25%		

Strategy 2 Details	Formative Reviews		
Strategy 2: We will identify and monitor students with chronic attendance issues and utilize campus and district resources and personnel to improve attendance. We will refer students to truancy court and offer make-up school. We will attempt to address social, emotional, and academic needs of all students.	**Formative**		
	Nov	**Feb**	**May**
TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Improve low performing schools.

Performance Objective 6: Improve our overall accountability rating from F to C by increasing our Domain 1 and Domain 3 score.

High Priority

Evaluation Data Sources: STAAR assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: 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 instruction in the classroom.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Enhanced learning during instruction and Response to Intervention **Staff Responsible for Monitoring:** Principal Asst. Principal Instructional Coach **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - Title 1 Part A	N/A		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 7: 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		
Strategy 1: Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. The 3rd grade team will meet weekly in PLCs to disaggregate current data and plan for intervention groups. Teachers will use PLC time to plan for targeted intervention strategies. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Increased MAP scores. More students will meet expected growth MAP projections will correlate to STAAR **Staff Responsible for Monitoring:** Third Grade Teachers Instructional Coach Campus Admin **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Online program iXL for targeted intervetnion - Title 1 Part A - 19911624800108030000	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Improve low performing schools.

Performance Objective 8: 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		
Strategy 1: Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. The 4th grade team will meet weekly in PLCs to disaggregate current data and plan for intervention groups. Teachers will use PLC time to plan for targeted intervention strategies. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Improved MAP Scores More students will meet expected growth MAP projections will correlate to STAAR **Staff Responsible for Monitoring:** Fourth Grade Teachers Instructional Coach Campus Admin **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Funding Sources:** Online program iXL for targeted intervention - Title 1 Part A - 19911624800108030000	50%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Improve low performing schools.

Performance Objective 9: 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		
Strategy 1: Informal and formal assessment scores that are STAAR and TRS aligned will be tracked for growth. The 5th grade team will meet weekly in PLCs to disaggregate current data and plan for intervention groups. Teachers will use PLC time to plan for targeted intervention strategies. MAP results will provide the basis for the creation of groups that will meet weekly with the teacher for intervention.	Formative		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Improved MAP Scores
More students meeting expected growth
MAP projections will correlate to STAAR
    Staff Responsible for Monitoring: Fifth Grade Teachers
Instructional Coach
Campus Admin
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Funding Sources: Online Program IXL for targeted intervention - Title 1 Part A - 19911624800108030000
	50%		

0%	No Progress	100%	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

Personnel for Cunningham Elementary

Name	Position	FTE
Amoy, Brown	Aide	0.9
Jack Malone	Aide	0.9

Title I Personnel

Name	Position	Program	FTE
Hunt, Cheryl	Instructional Coach	School Wide	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Amy Simmons	Principal
Administrator	Jared Jacobs	Assistant Principal
Classroom Teacher	Michelle Keller	2nd Grade Teacher
Counselor	Jessica Gardea	Counselor
Classroom Teacher	Gina Figueroa	Instructional Coach
Classroom Teacher	Meredith Hernandez	1st Grade Teacher
Classroom Teacher	Jessica Hughes	ECSE 3s
Classroom Teacher	Carmen Thomas	Kindergarten Teacher
Classroom Teacher	Ada Lee	3rd Grade Teacher
Classroom Teacher	Elizabeth Renfroe	4th Grade Teacher
Classroom Teacher	Emily Young	5th Grade Teacher
Classroom Teacher	Susan McCoy	LIFE Teacher
Classroom Teacher	Sadie Girouard	Deaf Education Teacher
Classroom Teacher	Robert Conklin	SpEd Teacher
Parent	Kala Cahill	Parent
Classroom Teacher	Katie Lutz	Art Teacher
Paraprofessional	Mandy Chandler	Paraprofessional
District-level Professional	Kim Thorne	District Representative
Business Representative	Roger Gardea	Business Member
Classroom Teacher	Cindy Wilkinson	ECSE PK Teacher

Campus Funding Summary

			Title 1 Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	Online program iXL for taregted intervention	19911624800108030000	$0.00
2	3	1	Online program iXL for targeted intervention	19911624800108030000	$0.00
2	4	1	Onlline program iXL for targeted intervention	19911624800108030000	$0.00
3	1	2	Materials for career night	21161639900108330215	$500.00
3	1	2	Snacks for Career night	21161649900108330215	$150.00
4	3	1	Snacks	21161649900108330215	$600.00
4	3	1	Supplies	21161639900108330215	$936.00
4	3	1	Printing	21161629700108330215	$200.00
4	6	1			$0.00
4	7	1	Online program iXL for targeted intervetnion	19911624800108030000	$0.00
4	8	1	Online program iXL for targeted intervention	19911624800108030000	$0.00
4	9	1	Online Program IXL for targeted intervention	19911624800108030000	$0.00
				Sub-Total	$2,386.00
				Budgeted Fund Source Amount	$107,295.00
				+/- Difference	$104,909.00
				Grand Total Budgeted	$107,295.00
				Grand Total Spent	$2,386.00
				+/- Difference	$104,909.00

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								
Fund	**FC**	**Obj**	**S/O**	**Org**	**FY**	**Prog**	**Proj**	**Budget**	**Description**	
Personnel:										
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	
Contracted Services:										
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)	
Supplies/Computers/Equipment:										
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	
Travel:										
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	
							TOTALS	$107,295		
				Remaining Funds to Allocate:				**$0**		

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

Non-transferrable: Encumbered		Non-transferrable: Must remain in PFE

Principal Signature:

Date: