

2025-2026 Action Plan

Cunningham Elementary

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School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Cunningham Elementary serves a diverse student population consisting of 77% Hispanic, 18% African American, 4% Asian, and 2% White students. The campus demographics reflect a high level of need, with 93% economically disadvantaged, 94% emergent bilingual, 20% special education, 6% gifted and talented, and 95% at-risk students.

Student achievement data indicates both progress and areas for continued improvement. On STAAR Assessment, math performance at the Meets standard declined from 61% to 56%, while reading increased from 48% to 53% and science improved significantly from 9% to 30%. Although growth is evident in reading and science, additional gains are needed to close achievement gaps.

Cunningham Elementary exceeded the state target for emergent bilingual performance on TELPAS with 63% meeting expectations compared to the 49% target; however, continued growth is necessary to sustain progress. DIBELS scores decreased from 58% to 52%. NWEA MAP results show growth in ELA across grade levels; however, achievement in 2nd grade (now 3rd grade) scores is at the 35th percentile in ELA and at the 34th percentile in science.

Student attendance improved from 2023–2024 at 95.10% to 95.40% in 2024–2025, however, the attendance goal remains to reach 98%.

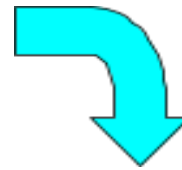
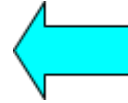
Overall, data reflects a need for continued academic growth across all content areas, particularly in math, reading, science, and foundational literacy, to ensure students at Cunningham Elementary are on track for long-term success in the 2025–2026 school year.

Needs related to improving the quality of instruction

Cunningham Elementary has a need to improve the quality of instruction due to uneven student achievement outcomes and an influx of new staff. Ten teachers were recently hired, including five first-year graduates with no teaching experience, creating a need for support and capacity building. Our District IRT scores increased from 9.93% in 2023-2024 to 10.88% in 2024-2025. Further growth is needed to strengthen Tier 1 instruction, ensure effective support for emergent bilingual and special education students, and improve early literacy outcomes. Focused professional



Parameters
and metrics
established by
the District



development, coaching, and consistent implementation of high-impact instructional practices are essential to ensure all students receive rigorous, high-quality instruction.

System evaluation (philosophy, processes, implementation, capacity)

For the 2025–2026 school year, Cunningham Elementary will strengthen its leadership systems by focusing on developing Tier 2 leadership capacity. The leadership team consists of the principal, two assistant principals, and a teacher specialist, in which one of the assistant principals is new to the team, requiring intentional leadership calibration. To ensure consistency and effectiveness, the team will conduct regular calibration walks together in classrooms to align on coaching, feedback, and teacher support. The principal will implement a customized development plan to build the capacity of each Tier 2 leader, ensuring leadership actions are aligned to campus priorities. Strong systems will be established to monitor instruction, provide timely feedback, and oversee campus operations, for sustained instructional improvement and leadership success.

Key Actions

- Improve staff capacity to provide high quality instruction.
- Improve English proficiency for Emergency Bilingual students.
- Improve the quality of instruction for Special Education students.
- Increase Reading achievement and growth.

School Action Plan Template

KEY ACTION ONE	Key Action (Briefly state the specific goal or objective.)
	Improve staff capacity to provide high quality instruction.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> ● IRT 1 and 2 scores will average 9.0 and the total will average a 10.5 by May 2026. ● 70% of the teachers will average 9 points or higher on TES Spot averages by January 2026; that point average will increase to 10 points or higher on TES Spot averages by May 2026. ● By MOY, 30% of the students in grades K-2 will score at or above benchmark, and by the end of the academic year, 55% of students in grades K-1 will score above benchmark or well above benchmark on the Dibels Assessment.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> ● Train teachers on the “Great 8” and introduce the “Additional 8” during August PD and thread throughout the year during Campus PD Day. ● Monitor student data through writing samples, DOL, and authentic student work samples. ● Provide on-the-job coaching regularly around best practices for Engage and Deliver and Monitor and Adjust. ● Calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching. ● Facilitate effective planning systems during weekly PLC that include but are not limited to lesson internalization, lesson customization, creation of exemplars scripting high level questions, and planning engagement opportunities.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
<ul style="list-style-type: none"> ● Engage weekly in effective PLC focused on lesson internalization, the “Great 8 and Additional 8,” and data. ● All core teachers will calibrate through peer observations once a quarter to gain insight on identifying effective instruction. ● Implement the use of engagement strategies and aggressive monitoring techniques daily. ● Engage in daily planning consisting of lesson internalization, customization, and demoing to ensure effective delivery of instruction. ● Respond openly to on-the-job coaching both in the moment and/or during planning. 	

Key Action One: Staff Development

Who: Campus leadership team: Principal Harris, AP Romo, AP Zamora, Teacher Specialist Cooks

What: The leadership team will provide professional development for all teachers and teacher assistants on delivery of high-quality instruction using HISD TES rubric.

When: August pre-service and weekly PLCs

Where: Cunningham ES MPR and PLC room.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Staff development will be provided by campus administrators during the week of preservice and continue during PLCs.	
Materials/resources	Eureka, Amplify, District curriculum guides. Handouts, HQI video, anchor chart, chart markers, rubric	\$2,000
Purchased services		
Other		
Other		
TOTAL		\$2,000

Funding sources: Title I Fund, General Fund

KEY ACTION TWO	Key Action (Briefly state the specific goal or objective.)
	<p>Improve English proficiency for emergent bilingual students.</p>
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> ● 70% of the teachers will average 9 points or higher on TES Spot averages by January 2026; that point average will increase to 10 points or higher on TES Spot averages by May 2026. ● Grade 3 students (Current Grade 2) will increase from 30% on MOY NWEA MAP Reading English for meeting individual growth targets to 40% on EOY NWEA MAP Reading English. ● By May 2026, the percentage of students scoring advanced or advanced high on composite ratings in Grades K-5, will increase from 35% to 40% as measured on TELPAS.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> ● Train teachers with emergent bilingual learners on the “Great 8 and Additional 8” during August PD and thread throughout the year during campus PD day. ● Monitor third grade student data through writing samples, DOL, and authentic student work samples. ● Provide on-the-job coaching regularly around best practices for Engage and Deliver and Monitor and Adjust ● The campus leadership team will provide all teachers with feedback on the quality and use of sentence stems, graphic organizers and vocabulary development strategies and implement HISD engagement strategies. ● The campus leadership team will provide campus staff with professional development on increasing student oral and written language.
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> ● Teachers will participate in professional development aligned to the science of reading, writing, vocabulary development and grammar. Teachers will implement strategies daily in all content areas. Teachers will customize lessons utilizing the WTG (Weekly TEKS Guide from HISD) with prepared sentence stems for Turn and Talk, Ink-Pair-Share, and Table talk discussions. ● Teachers will customize lessons utilizing the WTG (Weekly TEKS Guide from HISD) with prepared sentence stems for Turn and Talk, Ink-Pair-Share, and Table talk discussions. ● Teachers will implement responses and short constructed responses into every core content block daily. ● Teachers will provide differentiated sentence stems within the instructional block.

- Teachers will ensure students engage in language-based intervention programs such as Summit K-12 and other district provided language-based support programs .

Key Action Two: Staff Development

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 opportunities for students to listen, speak, read and write.

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

Where: Cuningham ES MPR, PLC room

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Campus administrators along with multilingual development will support teachers in scaffolds for emergent bilingual students.	
Materials/resources	Summit K12	
Purchased services		
Other	LPAC Clerk	\$29,000
Other		
TOTAL		\$29,000

Funding sources: Bilingual Funds

KEY ACTION THREE	Key Action (Briefly state the specific goal or objective.)
	Improve the quality of instruction for Special Education students.
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> ● SPED students in Math will increase in BOY from the 9th percentile to the 11th percentile in MOY to the 15th percentile on NWEA MAP MOY by the end of the academic year. ● SPED students in Math will increase in BOY from the 7th percentile to the 9th percentile in MOY to the 11th percentile on NWEA MAP MOY by the end of the academic year. ● The SPED State Folders audits will receive a score of 80% or higher as measured by the Special Education State Folders' compliance report card in the Fall 2025 and increase to 90% or higher in the Spring 2026.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> ● The SPED Chair will provide targeted professional development on documentation and implementation of accommodations and modifications for students receiving SPED services. ● Ensure all SPED teachers complete the Standards-Based IEP Process training via TEA Learns (available in OneSource). ● Provide ongoing professional development to all instructional staff on effective differentiation within Tier I instruction and integrating engagement strategies and scaffolds. ● The SPED Administrator will ensure that the SPED Chair meets all compliance deadlines, as measured through weekly district-generated compliance reports. ● The campus leadership team will conduct weekly classroom walkthroughs to monitor the implementation of documented accommodations and modifications during general education instructional time. ● Provide weekly spot observations and feedback to all teachers on differentiation strategies, use of engagement strategies, response, and scaffolding techniques to support special education students. ● Ensure that special education teachers are consistently utilizing Goal book to create and monitor measurable IEP goals aligned to student needs. ● Use student progress monitoring data to assess the impact of instruction and inform adjustments to IEP implementation and instructional support. ● The SPED Administrator will conduct biweekly ARD calendar reviews with the SPED Chair to monitor upcoming ARD deadlines, ensure timely scheduling, and proactively address any potential barriers to meeting due dates.
Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)	
	<ul style="list-style-type: none"> ● The SPED Chair and case managers will ensure ARDs are scheduled at least 10 school days in advance of the due date, with calendar invites sent to all required team members and parents.

- SPED case managers will conduct monthly self-audits of their assigned state folders using the Texas Special Education State Folders Checklist and will correct any identified compliance issues. All documentation (IEPs, evaluations, parent consents, progress reports, etc.) will be updated and filed accurately and consistently. Results will be reviewed with the SPED Chair for feedback and coaching.
- SPED case managers will ensure that all required ARD documents are accurately completed, uploaded, and submitted to the SPED Chair for review at least 48 hours prior to the scheduled ARD meeting. Case managers will verify that documents align with student needs and are ready for finalization during the ARD.
- SPED and general education math teachers will collaboratively analyze MAP data during PLCs to identify skill gaps and create targeted small group lessons. Teachers will provide bi-weekly targeted math interventions for SPED students aligned to MAP growth goals and track progress using NWEA Skills Checklists or progress monitoring tools.
Instructional adjustments will be made based on data reviews every 3 weeks.
- All teachers will implement differentiated instruction and scaffolds within Tier I lessons to meet the diverse academic and language needs of students. This includes adjusting content, process, and product based on student readiness levels, English proficiency, and learning profiles. Teachers will use data from formative assessments, IEPs, and language proficiency tools (e.g., TELPAS, MAP, STAAR) to inform instructional planning and small group instruction.

Key Action Three: Staff Development

Who: All instructional staff

What: We will improve the quality of instruction for Special Education (SPED) students by strengthening teacher capacity to deliver differentiated, data-driven instruction aligned to student IEPs and academic goals. Through targeted professional development, compliance monitoring, instructional coaching, and progress monitoring, we will ensure that SPED students receive high-quality, individualized support that drives measurable growth in math and reading achievement, compliance

When: August PD Days, then every 6 weeks for monitoring

Where: Cunningham ES multi-purpose room

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Professional development during August PD, led by campus and district staff	
Materials/resources	Instructional materials, laptops, projector, screen	5,000

Purchased services		
Other	SPED Chair (Compliance)	45,000
Other		
TOTAL		50,000
Funding sources: General Funds		

KEY ACTION FOUR	Key Action (Briefly state the specific goal or objective.)
	<p>Increase Reading Achievement and Growth.</p>
	Indicators of success (Measurable results that describe success.)
	<ul style="list-style-type: none"> ● 55% or more students in Reading will receive a .6 growth as defined by NWEA MAP MOY and will increase to 1.2 growth by the end of the academic year. ● The 2nd-5th grade students will increase the overall student achievement average in Reading NWEA MAP from BOY at 41st percentile and increase to the 42nd percentile or higher on MOY NWEA MAP and increase to the 43rd percentile or higher on EOY NWEA MAP. ● By MOY, 30% of the students in grades K-1 will score at or above benchmark, and by the end of the academic year, 55% of students in grades K-1 will score above benchmark or well above benchmark on the Lectura assessment.
	Specific actions – school leaders (What specific action steps will the building leaders take to accomplish the objective?)
	<ul style="list-style-type: none"> ● The Principal and Assistant Principals will analyze all BOY data during leadership team meetings to identify trends, gaps, and specific students who need additional support. ● The leadership team will provide teachers with ongoing professional development on data-driven decision-making and effective differentiation strategies. ● The school leadership team will facilitate data-driven goal setting during PLCs and ensure focused small group instruction for students who are not meeting growth expectations. ● The administrative team will provide teachers targeted professional development on phonemic awareness, phonics, fluency, and comprehension techniques and provide time for teachers to plan collaboratively. ● Administrative team will calibrate as an instructional leadership team weekly to ensure all leaders have an instructional lens that leads to impactful coaching. ● The leadership team will monitor student data through writing samples, DOL, and authentic student work samples
	Specific actions – staff (What specific action steps will the staff take to accomplish the objective?)
	<ul style="list-style-type: none"> ● Teachers will use NWEA MAP data to identify individual student needs and design targeted interventions for students not meeting growth targets. They will create action plans for students who need additional support and implement small group instruction focused on these needs. ● Teachers will differentiate instruction based on data, ensuring that lessons meet the specific needs of students, including high-achieving students and students with learning gaps. Teachers will also incorporate progress monitoring tools to track growth and adjust instruction as needed. ● Teachers will participate in monthly data reviews with their instructional leaders to ● K-1 teachers will implement daily phonological awareness instruction with a focus on early literacy skills (e.g., phonemic awareness, letter-sound correspondence, phonics, and fluency). They will monitor students' progress frequently through Skills assessments and DIBELS assessments. Instruction should be adjusted based on those results.

- Ensure progress toward achieving the growth goals, making adjustments as needed based on student data.
- Staff will respond openly to on-the-job coaching both in the moment and/or during planning.
- Teachers will integrate ECR (Extended Constructed Response) or SCR (Short Constructed Response) into daily lessons by having students regularly respond to questions with detailed, evidence-based answers.
- Teachers will implement the use of engagement strategies and aggressive monitoring techniques daily.
- Engage weekly in effective PLC focused on lesson internalization, the great “8”/next “8”, and data.

Key Action Four: Staff Development

Who: All instructional staff

What: Analyze NWEA MAP data to identify trends, gaps, and student needs, Provide ongoing PD on data-driven instruction and differentiation, Facilitate data-driven goal setting and ensure targeted small group instruction.

When: Weekly PLC meetings, August PD, district PD days, Admin weekly meetings

Where: PLC room, Multi-purpose room, admin conference room

Key Action Four: Budget

Proposed item	Description	Amount
Staff development		
Materials/resources	Amira Online (Reading)	11,000
Purchased services		
Other		
TOTAL		11,000

Funding sources: Title I.