



2026 – 2027

Campus Action Plan

Campus Name

Cunningham Elementary

Principal Name

Karen Harris

Campus Action Plan – Needs Assessment

District philosophy and guiding framework

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

Cunningham Elementary maintained a “B” accountability rating while demonstrating continuous annual growth, increasing its overall STAAR accountability score from 82 in 2022-23 to 84 in 2023-24 and 89 in 2024-25 through consistent improvement in student achievement, academic progress, and closing performance gaps. Campus STAAR data indicates moderate growth in Reading and Science performance, particularly at the Masters level, while Math performance demonstrates inconsistent trends in Meets performance despite growth in Masters. Reading achievement improved significantly in 2025, with Approaches increasing from 72% to 80% and Meets increasing from 48% to 53%. Science demonstrated the largest gains from 2024 to 2025, with Meets performance rising from 9% to 30%. However, the campus continues to demonstrate a need for stronger Tier I instruction and intervention systems to increase students achieving at the Meets and Masters levels across all tested subjects. Special attention is needed for students in special populations, including Special Education and Emergent Bilingual students, to close achievement gaps and accelerate growth.

STAAR DATA Overall Scores 2023-2024-2025 82 (B) | 84 (B) | 89 (B)

Domain I – Achievement 77 73 78, Domain II – Progress 97 82 87, Domain III – Closing Gaps 88 90 92

Math Performance: 2023 85% 59% 19% | 2024 79% 61% 24% | 2025 83% 56% 27%

Reading Performance : 2023 74% 47% 17% | 2024 72% 48% 20% | 2025 80% 53% 24%

Science Performance: 2023 54% 17% 1% | 2024 35% 9% 3% | 2025 62% 30% 6%

TELPAS data indicates that while the percentage of students performing at the Advanced level increased from 32% in 2023 to 35% in 2025, the percentage of students reaching Advanced High declined from 23% to 14% and remained stagnant. This trend demonstrates a need for more targeted language acquisition supports and instructional strategies that accelerate English language proficiency for Emergent Bilingual students. Additional support is needed in academic vocabulary development, structured student discourse, and language-rich instruction aligned to content standards.

TELPAS English Language Proficiency Trends (Beginner Intermediate Advanced Advanced High) 2023 14% 31% 32% 23% | 2024 14% 34% 37% 14% | 2025 14% 37% 35% 14%

Progress monitoring data from CIRCLE, DIBELS, and Lectura assessments indicate a decline in foundational literacy performance, particularly in DIBELS and Lectura outcomes. DIBELS performance decreased from 57.65% to 51.66%, while Lectura performance declined significantly from 88.24% to 53.33%. These trends indicate a need for stronger early literacy intervention systems, differentiated phonics instruction, bilingual literacy supports, and consistent progress monitoring practices. Data also suggests the need for instructional strategies that address learning gaps among Emergent Bilingual and Special Education students. Early Literacy and Progress Monitoring Data (2023-2024 to 2024-2025) CIRCLE 100% 92.68% | DIBELS 57.65% 51.66% | Lectura 88.24% 53.33%

NWEA MAP data indicates overall positive academic growth trends across multiple grade levels and content areas during the 2024–2025 school year. Math achievement demonstrated strong growth in primary grades, with Kindergarten increasing from the 39th percentile at BOY to the 59th percentile at EOY and 2nd Grade increasing from the 44th percentile to the 56th percentile. ELA growth data also reflected substantial gains, particularly in 3rd and 4th Grade, where students achieved growth percentiles of 77th and 84th respectively. Science growth trends showed notable improvement, especially in 5th Grade Science, which achieved an 83rd percentile growth measure. Despite these gains, data indicates inconsistent achievement across upper grades, particularly in 5th Grade Math and ELA, where EOY achievement remained lower than expected relative to growth trends. Additionally, lower achievement percentiles in several early ELA and Science grade levels suggest a continued need for targeted Tier I instruction, differentiated small-group intervention, and increased use of student discourse and active monitoring strategies. The data further highlights the importance of strengthening instructional supports for Special Education and Emergent Bilingual students to accelerate both achievement and growth outcomes.

Math Achievement & Growth - Grade Level BOY Achievement MOY Achievement EOY Achievement BOY to EOY Growth

Kindergarten Math 39th 49th 59th 73rd | 1st Grade Math 45th 51st 52nd 70th | 2nd Grade Math 44th 52nd 56th 77th | 3rd Grade Math 51st 48th 61st 57th | 4th Grade Math 68th 63rd 65th 49th | 5th Grade Math 68th 54th 52nd 34th

Needs related to improving the quality of instruction

IRT Instructional Data

School Year	IRT #1	IRT #2	IRT #3	IRT #4	Overall
2023–2024	9.6	9.0	10.3	N/A	9.93 (Proficient I)
2024–2025	8.1	8.5	10.8	10.9	10.88 (Proficient I)
2025–2026	14.25	13.81	14.375	15.5	14.56 (Proficient II)

Instructional Review Tool (IRT) data demonstrates significant growth in instructional quality over the past three years, increasing from an overall score of 9.93 in 2023–2024 to 14.56 in 2025–2026. The campus also improved from a Proficient I rating at IRT #2 (13.81) to a Proficient II rating at IRT #4 (15.5). Additionally, the AIM platform identified the campus at a Lead Rating of Proficient II. Despite these improvements, data from instructional walkthroughs, progress monitoring, and student achievement outcomes indicate continued needs in several instructional areas.

The campus demonstrates a need for professional development focused on scaffolding instruction in response to student misunderstandings such as supports for all students and special populations and active monitoring with real-time feedback during instruction and adjustments to instruction based on student progress. Instructional data also indicates that improving teacher capacity in these focus areas will directly impact student achievement outcomes in Reading, Math, Science, and English language proficiency.

System evaluation (philosophy, processes, implementation, capacity)

*Utilize HISD Curriculum and LSAE documents across content areas with adjustments based on student needs.

*Utilize HISD Instructional Planning Cycle and supports to develop quality lessons and extensions.

*Internalize HISD Curriculum while making delivery annotations aligned to spot observation elements.

*Embed engagement strategies aligned to the Sweet 16 instructional guidelines to maximize learning.

*Utilize a DOL Tracking System to analyze student daily and weekly learning objective mastery.

*Utilize a Writing Tracking System monthly to collect, review, calibrate, and provide coaching support to both teachers and students through student conferences to improve writing across content areas.

*Embed scaffolds and supports in support of all students including special populations.

*Actively monitor with real-time feedback during instruction and make adjustments to instruction based on student progress.

Campus Action Plan Template

Key Action One

Key Action 1

Briefly state the specific goal or objective

Improve English proficiency for identified at-risk population of Emergent Bilingual students.

Indicators of Success

Measurable results that describe success

- By January 2026, 50% of Emergent Bilingual students (EBS) will meet their individual growth target on 2-5 NWEA MAP Reading.
- By May 2027, the percentage of students scoring advanced or advanced high on composite ratings in Grades k-5, will increase from 23% to 30% as measured on TELPAS.
- By January 2026 Spot scores of campus bilingual instruction teachers (including IRT visits) will meet or exceed 10.5; this will increase to 12 by June 2026.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Leaders will coach teachers on effectively implementing MRS to provide various opportunities for scholars to increase their ability to read, write, and speak in English.
- Leaders will train teachers on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB scholars during preservice in August 2026 and as needed throughout the school year.
- 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.
- Leaders will effectively train all K-1st teachers on how to effectively administer the TELPAS assessment and rate student outcomes by February 2027.

Leaders will coach and monitor the implementation of SCR and ECR across contents and provide on-going professional development refreshers monthly to ensure mastery in these areas for teachers and scholars.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Execute HISD specific engagement strategies (MRS) daily & consistently throughout the instructional block to provide scholars various opportunities to listen to, read, write and speak in English.
- Teachers will customize lessons utilizing the weekly TEKS guide from HISD with prepared sentence stems for Turn and Talk, Ink-Pair-Share, and Table talk discussions.
- Intentionally adjust instructional practices to reflect targeted, differentiated, support for all emergent bilingual (at-risk) students in all instructional spaces.
- Implement instructional best practices focused on the “ Sweet 16 ” provided during PD sessions utilizing the campus lesson internalization framework with a focus on differentiating and scaffolding. Teachers will implement responses and short constructed responses into every core content block daily.
- Engage in PLCs with a focus on SCR and ECR across content areas; will provide evidence of implementation and provide peer feedback on how to improve students ’ writing.

Key Action One			
Staff Development	Who: Instructional Leaders		
	What: Provide quality PD sessions, on the spot coaching, daily planning, PLCs, and Demo days.		
	When: Daily and weekly		
	Where: Campus and district sites		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers will participate in targeted PD focused on using the campus Lesson Internalization framework with a focus on differentiating and scaffolding their lessons to meet the needs of EB students and to ensure a well-rounded education.	\$0
	Materials/resources	Curriculum documents Lead4ward documents Ontrack reports SPOT form Lesson internalization document	\$0
	Purchased services		\$0
	Other	LPAC Clerk \$29,000	\$0
	Other		\$0
	TOTAL		\$0
	Funding Sources:		

Key Action 2

Briefly state the specific goal or objective

Increase Reading and Math Achievement and Growth.

Indicators of Success

Measurable results that describe success

- 55% or more students in Reading will receive .6 growth as defined by NWEA MAP MOY and will increase to 1.2 growth by the end of the academic year.
By MOY, 2nd-5th grade students will achieve the 51st or more growth in Math and 55th or more in achievement.
By MOY, 2nd-5th grade students will achieve the 49th or more growth in Reading and 42nd or more in achievement.
- By MOY, 35% of the students in grades K-1 will score or at above benchmark, and by the end of the academic year, 60% of students in grades K-1 will score above benchmark or well above benchmark on the DIBELS or Lectura assessment.
- Students in grades 3rd-5th will move from 35% meets in June 2026 to 40% meets by June 2027, on the math STAAR exam.
Students in 3rd-5th grades will move from 46% meets in June 2026 to 50% meets by June 2027, on the reading STAAR exam.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- The leadership team will analyze all BOY data to identify trends, gaps, and specific students who need additional support.
- Partner with the district Leadership Development team to train teachers in writing across the curriculum with Short Constructed Responses (SCR) in all core contents and Extended Constructed Response (ECR) in ELAR classrooms.
- Lead teachers in block to block, and unit Student Work Analysis Protocol to determine highest leverage gaps in the quality of student work, as aligned to the lesson objectives, and the highest leverage next step(s) to address gaps in student mastery.
- Track, reflect on, and create key next steps to respond to the reading and math demonstration of learning (DOL) and unit assessment, ‘ meets ’ and ‘ masters ’, outcomes during our weekly leadership team meeting.
- Coach teachers to proficiency in the lesson internalization protocol for (1st & 2nd teach) math and reading, where the top priority is customizing the provided curriculum slides to reflect the rigor of the standards, providing clear thinking steps to mastery, and student engagement.
Provide professional development weekly through PLCs and Demo days utilizing our campus lesson customization framework and by modeling best practices aligned to high quality instruction.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- 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.
- Analyze the quality of student work by identifying trends in gaps of work samples pulled from 4 low, 4 medium, and 4 high performing student work samples during tier 1 instruction, both on a block to block and daily basis.
(this includes when unit assessments occur)
- Intentionally plan 2nd and 3rd teach lessons focused on closing weekly gaps identified in the digital DOL outcomes and district unit assessments.
- Ensure all student-facing materials for 1st and 2nd teach are customized, prior to first instruction, to fully and directly align to the rigor of the state standards, include a clear roadmap to mastery, and authentic engagement with content.
- Engage in PLCs and Demo Days weekly to receive data driven professional development, practice upcoming lessons, give and receive peer feedback, reflect on practices, and improve the delivery of instruction to ensure students master LOs.

Key Action Two		
Staff Development	Who: District Leadership Development Team (Curriculum) and Campus Leaders	
	What: Provide professional development sessions: On the spot coaching, daily planning, PLCs, and Demo Days.	
	When: Daily and Weekly	
	Where: Campus and district locations	
Budget	Proposed Item	Amount
	Staff Development	Teachers will participate in targeted PD sessions that focus on improving high-quality instruction to meet the needs of students with a focus on PLCs, Demo Days and on the spot coaching. \$0
	Materials/resources	District curriculum, Sweet 16 PD, district PD resources, Spot Form \$0
	Purchased services	N/A \$0
	Other	\$0
	Other	\$0
	TOTAL \$0	
	Funding Sources:	

Key Action 3

Briefly state the specific goal or objective

Improve student achievement for Special Education students.

Indicators of Success

Measurable results that describe success

- 50% of SPED students in Math 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.
60% of SPED students in ELA 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.
- By January 2026, 60% special education teachers will score a 6 or higher in Domain II Instruction on the SPOT observation conducted by the campus leadership team. The percentage of special education teachers scoring 6 or higher will increase to 80% by June 2026.
Throughout the 2026-2027 school year, 100% of the State Folders audits will receive a score of 80% or higher as measured by the Special Education State Folders checklist in November 2026 and April 2027.
- By the end of the first semester 100% of campus ARDS will be held on or before the TEA deadline. This percentage will remain constant at 100% by EOY June 2026.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- The SPED Chair will provide targeted professional development on documentation and implementation of accommodations and modifications for students receiving SPED services.
Provide ongoing professional development to all instructional staff on effective differentiation within Tier I instruction and integrating engagement strategies and scaffolds..
- 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.
The campus leadership team will conduct weekly classroom walkthroughs to monitor the implementation of documented accommodations and modifications during general education instructional time.
- The SpEd Administrator will ensure that the SpEd Chair meets all compliance deadlines, as measured through weekly district-generated compliance reports.
- Use student progress monitoring data to assess the impact of instruction and inform adjustments to IEP implementation and instructional support.
Coach staff on high quality instructional look fors, based on the specialty guidance for SpEd spaces according to the district SPOT form, with a targeted focus on Domain 2 Instruction.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Co-Teachers and Teachers will document all SpEd. student accommodations and/or modifications in PowerSchool, as reflected by the 3 week grading benchmarks.
- Complete all required paperwork for ARD meetings and documentation of IEP implementation.
- Implement instructional best practices providing during professional development sessions and on the spot coaching to ensure high quality differentiated and scaffolded instruction, daily, to scholars.
- Implement high quality instructional look fors based on the district specialty guidance for Special Educations teachers, with a targeted focus on Domain 2 Instruction.

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.

Key Action Three			
Staff Development	Who: Instructional leaders and Special Education ARD Facilitator/Dept Chair		
	What: Accurately identify and create a plan to implement special education student needs, based on students' IEPs. Additionally, Provide professional development session on the following: On the spot coaching, daily planning, PLCs, and Demo days.		
	When: Daily and weekly		
	Where: District and campus locations		
Budget	Proposed Item	Description	Amount
	Staff Development	Teachers will participate in professional development focused on increasing instructional rigor while incorporating effective scaffolds to ensure special education students can access grade-level content and apply higher order thinking skills.	\$0
	Materials/resources	Curriculum documents, IEPs, OnTrack and A4E data reports	\$0
	Purchased services		\$0
	Other		\$0
	Other		\$0
	TOTAL		\$0
	Funding Sources:		

Key Action 4

Briefly state the specific goal or objective

Improve staff capacity to provide high quality instruction.

Indicators of Success

Measurable results that describe success

- IRT 1 and 2 scores will average 11 and the total will average a 13 by May 2027.
By the end of the first grading cycle, at least 85% of teachers will earn a rating of PROF I or higher on CORE/SPOT instructional indicators aligned to Tier 1 instruction and student engagement.
- 100% of Tier 2 leaders will achieve a 15/25(60%) or higher on the LEAD day to day coaching rubric by January 2026, and will increase to 20/25 (80%) or higher by the end of the academic year.
- By January 80% of teachers will earn a rating of “ Mostly Effective ” or higher on the CORE/SPOT indicators related to student engagement strategies (listening/speaking and writing), as evidenced through walkthrough and observation data.

Specific Actions – School Leaders

What specific action steps will the leaders take to accomplish the objective?

- Leaders will conduct weekly instructional walkthroughs using the CORE/SPOT observation form to monitor implementation of high-quality Tier 1 instruction and student engagement strategies.
- Leaders will provide teachers with actionable feedback within 24 hours of observations, including aligned praise, polish, and measurable next steps tied to CORE/SPOT indicators.
- Leaders will facilitate weekly PLCs focused on lesson internalization, DOL alignment, exemplar development, anticipated misconceptions, and planning aligned to the district pacing calendar.
- Leaders will analyze CORE/SPOT observation trends and student achievement data to determine professional development needs and instructional priorities.
- Leaders will conduct calibration walks with administrators, coaches, and teacher leaders to ensure consistent instructional expectations aligned to our CORE value.
- Leaders will provide ongoing professional development on engagement strategies such as TPS, annotation, academic discourse, and rigorous questioning to increase student cognitive engagement.
- Leaders will monitor lesson plans, instructional materials, and classroom implementation to ensure alignment to learning objectives, planning documents, and district expectations.

Specific Actions – Staff

What specific action steps will the staff take to accomplish the objective?

- Staff will implement high-quality Tier 1 instruction aligned to the learning objective, DOL, and district planning documents during daily instruction.
Staff will actively participate in weekly PLCs by internalizing lessons, analyzing student data, planning exemplars, and discussing anticipated misconceptions.
- Staff will consistently implement actionable feedback from observations and coaching cycles within the identified timeline.
Staff will utilize engagement strategies such as TPS, annotation, writing tasks, and academic discourse to increase student participation and cognitive engagement.
- Staff will monitor student understanding throughout lessons and adjust instruction based on formative assessment data and student responses.
- Staff will use aligned instructional materials, anchor charts, exemplars, and scaffolds to support student mastery of grade-level standards.
- Staff will maintain classrooms that reflect high expectations through clear procedures, strong pacing, and consistent student engagement during Tier 1 instruction.
Staff will analyze student performance data regularly and implement targeted interventions and reteach plans to address learning gaps.

Key Action Four			
Staff Devel.	Who: Campus leadership team and staff		
	What: Provide or attend Professional Development related to high quality instruction.		
	When: Daily, weekly, and monthly campus PD Days		
	Where: District and campus locations		
Budget	Proposed Item	Description	Amount
	Staff Development	Staff development will be provided by campus administrators during the week of preservice and continue during PLC's	
	Materials/resources	Eureka, Amplify, district curriculum guides. Anchor charts, markers, copy paper. \$2,000	
	Purchased services		
	Other		
	Other		
	TOTAL		
	Funding Sources:		