

Wichita Falls Independent School District
Cunningham Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: November 12, 2018
Public Presentation Date: November 1, 2018

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 a diverse school community. The ethnic distribution is as follows: 6% African American, 26% Hispanic, 1% Asian, 9% two-or more races, and 58% White. The economically disadvantaged rate of students is 58.60%. The at-risk rate of students is 40.19%. 17.92% of students are served with special education services. The attendance rate is 96.7%. We have four district centralized Special Education Programs - Preschool Program for Children with Disabilities, LIFE - Learning in a Functional Environment, LEAP - Language Enriched Autism Program, and the Regional Deaf Education program.

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 African American and Hispanic students, met grade level on the state assessments at a much lower percentage compared to White students. **Root Cause:** More targeted interventions needed for our minority students.

Problem Statement 2: We did not meet the federal performance standard for academic achievement for our white students in reading or math, our Hispanic students in math, and our continuously enrolled and non-continuously enrolled in math and reading. **Root Cause:** We need resources and professional development to enhance our Tier 1 instruction for all subjects.

Student Academic Achievement

Student Academic Achievement Summary

In Domain 1, student achievement, Cunningham scored 73, which is a C rating. In Domain 2, school progress, Cunningham scored 77, which is a C rating and in the range of met standard. In Domain 2 Part A, Academic Growth, Cunningham scored an 80 which is met standard. In Domain 2 part B – Relative Performance, Cunningham scored 77, which is a C and is in the met standard range. In Domain 3, Closing the Gaps, Cunningham scored a 66, which is a D but still within the met standard range. The overall rating of Cunningham was a 74, which is a C and in the met standard range.

Student Academic Achievement Strengths

Our economically disadvantaged students met the federal academic achievement status for math and reading, and they met the federal growth status in reading. Our White student group met the federal growth status in reading.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 26% of Special Education students met the approaches grade level standard on the state assessments. **Root Cause:** Targeted training needed for Special Education classroom strategies.

School Processes & Programs

School Processes & Programs Summary

This year, 10 teachers are being trained in High Reliability ASOT teaching strategies and 10 teachers are being trained in High Reliability Leadership. Cunningham has fully implemented all components in Balanced Literacy and in Guided Math. Guided math supplies have been purchased for all math teachers. Instructional coaches support teachers in improving instruction by observing classes, helping to plan and facilitating PLC meetings, and meeting with teachers on a regular basis. All K-5 teachers have received either the 3 day intensive Google training or the 1 day refresher for teachers that have previously been trained. All classrooms will be equipped with Chromebooks this school year. All teachers will also be trained in Seidlitz instructional strategies to help support ELL students, SPED students, and struggling learners.

School Processes & Programs Strengths

Cunningham has a weekly scheduled PLC time for grade level teachers to meet together with the instructional coaches. We also have a monthly scheduled time that allows for vertical team meetings with a focus on professional development. Additionally, we have a monthly scheduled time for teacher leaders to meet with each other and admin. All grade-levels have common planning times. Teachers are fully implementing Balanced Literacy and Guided Math.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Cunningham received a D in Closing the Gaps Domain III. **Root Cause:** Parameters for planning for and delivering Tier 2 instruction need to put in place, including materials and resources to use for Tier 2 instruction.

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 UIL and 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. 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. Common Assessments will be administered. Assessment scores will be disaggregated to determine strengths and areas in need of improvement. Targeted instruction will take place based on assessment results. Student Support Team meetings will be held every month. 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 new security doors with the counselor. Cunningham follows the WFISD bullying policy.

A large percentage of our students participate in after-school clubs/UIL.

Monthly newsletters are sent home, Parentlink reminders are sent, Meet the Teacher takes place each August, ESL parent meeting, parent-teacher conferences in October, and student music programs.

Two large parent and community involvement events are held each year - one per semester. The fall event focuses on STEAM, and the spring event focuses on family connections. For every event, we receive very positive feedback from parents and community members on the surveys.

Cunningham has supportive PIE partners. Read to Learn for 2nd grade. PALS/Mentors for students.

Our master schedule maximizes instructional time. Common planning times are scheduled for all grade levels. Teachers participate in weekly PLC meetings with the principal and instructional coaches. After school student enrichment programs are available to students. Cunningham staff is committed to continually improving student academic achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More positive recognition is needed. **Root Cause:** Lack of system for positive recognition.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 27, 2018

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

Performance Objective 1: Maintain 90% of staff from 2018-2020

Evaluation Data Source(s) 1: HR Documents, Position control forms, and assignments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 7</p> <p>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.</p>	2.4	Principal and Assistant Principal	HR Certified teacher report Principal Attestation			
	<p>Problem Statements: School Processes & Programs 1</p>					
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) Professional development will be provided for all staff. It will be designed to support improved student achievement. To include but not limited to: HRS, Seidlitz, Guided Math, Balanced Literacy, Inclusion/Special Education, TBSI, the Support of English Learners, and TEKS Resource System. Professional development resources, including books, will be purchased for staff to reference and participate in book studies together.</p>	2.4	Principal, Asst. Principal, Instructional Coaches and District Curriculum Staff	PLC agendas and minutes, Seidlitz strategies documented in walk-throughs			
	<p>Problem Statements: Demographics 1 - Student Academic Achievement 1</p> <p>Funding Sources: Title 1 Part A - 9300.00</p>					

Critical Success Factors CSF 7 3) The campus will recruit, hire and train skilled professionals in all areas, including administration, teachers, support staff, certified non teaching staff, etc, in ongoing effort to increase student achievement.	2.4	Principal and Assistant Principal	HR Job Fair and Talent Ed.			
	Problem Statements: Demographics 1					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Certain student groups, specifically African American and Hispanic students, met grade level on the state assessments at a much lower percentage compared to White students. Root Cause 1: More targeted interventions needed for our minority students.
Student Academic Achievement
Problem Statement 1: 26% of Special Education students met the approaches grade level standard on the state assessments. Root Cause 1: Targeted training needed for Special Education classroom strategies.
School Processes & Programs
Problem Statement 1: Cunningham received a D in Closing the Gaps Domain III. Root Cause 1: Parameters for planning for and delivering Tier 2 instruction need to put in place, including materials and resources to use for Tier 2 instruction.

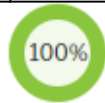
Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May 2019, 90% of Kindergarten will advance beyond KG phonological levels. 85% of first and second graders will be on grade level.

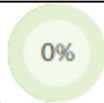
Evaluation Data Source(s) 1: HRS, Balanced Literacy, Guided Math, and Seidlitz evidence during walk-throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
PBMAS Critical Success Factors CSF 1 1) 100% of teaching staff will receive training on Seidlitz, HRS, Balanced Literacy, and Guided Math by May 2019. Training will be done offsite for grades 3-5 in Seidlitz and onsite by instructional coaches for all other teachers. 100% of reading teachers will be trained on how to use Balanced Literacy teaching strategies. 100% of math teachers will be trained on how to use Guided Math teaching strategies.	2.4	Principal, Assistant Principal, Instructional Coaches	HRS, Balanced Literacy, Guided Math, and Seidlitz evidence during walk-throughs. PLC agenda and minutes			
	Problem Statements: Demographics 1 - Student Academic Achievement 1					
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 2) SCE and Title funds will be used to upgrade and enhance school wide instructional programs. Additional staff of 2 instructional coaches and 2 classroom aides will be provided to support at-risk learners.	2.4, 2.5, 2.6	Principal, Assistant Principal, Federal Programs Office	Increased home visits. Lower reading group sizes			
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1					
Critical Success Factors CSF 5 CSF 6 3) Materials will be purchased for Cunningham families to support them working with their students at home.	2.4	Principal, Assistant Principal, Counselor	Student increase in reading fluency and love of reading.			
	Problem Statements: Demographics 1 Funding Sources: Title 1 Part A - 1002.00					
Critical Success Factors CSF 5 4) Encourage parents and families to send students to Pre-Kindergarten and Kindergarten by sending home information about Pre-Kindergarten and Kindergarten roundup when it is available in the spring.	3.2	Principal				
	Problem Statements: School Processes & Programs 1					



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Certain student groups, specifically African American and Hispanic students, met grade level on the state assessments at a much lower percentage compared to White students. Root Cause 1: More targeted interventions needed for our minority students.
Student Academic Achievement
Problem Statement 1: 26% of Special Education students met the approaches grade level standard on the state assessments. Root Cause 1: Targeted training needed for Special Education classroom strategies.
School Processes & Programs
Problem Statement 1: Cunningham received a D in Closing the Gaps Domain III. Root Cause 1: Parameters for planning for and delivering Tier 2 instruction need to put in place, including materials and resources to use for Tier 2 instruction.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Cunningham earned a C rating of 77 in academic growth in 2018. By May of 2019, 85% of students will show progress on their STAAR tests.

Evaluation Data Source(s) 2: STAAR results.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Students will be identified and enrolled in accelerated instruction classes based on prior state and district assessments. The classes will provide intensive remediation in preparation for upcoming exams. This will be done during station work in Guided Math and Balanced Literacy and during schedule RTI time. Students will also participate in UIL events in order to increase performance of students on grade level.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coaches, Classroom Teachers.	CBA score increases, Data Wall Improvement, Benchmark score increases, Classroom Assessment improvement.			
				<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: Title 1 Part A - 500.00</p>		
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>2) Tutoring will be offered after school for identified students.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coaches, Classroom Teachers.	CBA score improvement, Data Wall Improvement, Benchmark score improvement, Classroom Assessment improvement.			
				<p>Problem Statements: Demographics 1 - Student Academic Achievement 1</p> <p>Funding Sources: SCE - 5000.00</p>		

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 4</p>	2.4, 2.5, 2.6	Principal and all staff	Digital classrooms Increased STAAR scores, Increased Benchmark and CBA scores, Walk-through data			
<p>3) Title funds shall be utilized to provide opportunities, for children served, to acquire the knowledge and skills contained in the TEKS and meet the state performance standards. Additional technology, headphones and Chromebook carts will be purchased to allow teachers to create digital lessons for students. Education Galaxy will be purchased to enhance learning in class and during RTI time. Supplies for Guided Math will be purchased. Reading materials for the Balanced Literacy library will be purchased. Classroom supplies will be purchased to enhance student organization and learning.</p> <p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: Title 1 Part A - 30815.00</p>						
<p align="center"> = Accomplished = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Certain student groups, specifically African American and Hispanic students, met grade level on the state assessments at a much lower percentage compared to White students. Root Cause 1: More targeted interventions needed for our minority students.</p>
Student Academic Achievement
<p>Problem Statement 1: 26% of Special Education students met the approaches grade level standard on the state assessments. Root Cause 1: Targeted training needed for Special Education classroom strategies.</p>
School Processes & Programs
<p>Problem Statement 1: Cunningham received a D in Closing the Gaps Domain III. Root Cause 1: Parameters for planning for and delivering Tier 2 instruction need to put in place, including materials and resources to use for Tier 2 instruction.</p>




Goal 3: Connect high school to career and college.

Performance Objective 1: Continue to have low student numbers requiring summer school of no more than 5% in each grade level needing summer school.

Evaluation Data Source(s) 1: Statement of Concerns and SSI Grade Placement Paperwork, summer school lists and scores.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>1) Students and staff will receive training on Bullying Prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques as applicable to grade level/students. Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p>	2.4	Principal, Assistant Principal, All staff	Training completion report, HR report of new staff completing child abuse training			
	Problem Statements: Demographics 1					
<p>Critical Success Factors CSF 6</p> <p>2) Students will participate in after school clubs: news crew, choir, math club, and UIL events</p>	2.5	Principal, Assistant Principal, Club and UIL Sponsors.	Club sign in sheets			
	Problem Statements: Perceptions 1					
<p>Critical Success Factors CSF 6</p> <p>3) Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in online alternative curriculum. The DAEP, County Detention and campus staff will communicate regularly to insure that student's needs are being met. Student progress, while assigned to DAEP and County Detention will be monitored. Students at County Detention will be administered and pre and post-test before transitioning back to campus.</p>	2.6	Principal, Assistant Principal, At-Risk- Coordinator	Smooth transition from DAEP back to campus			
	Problem Statements: School Processes & Programs 1					

4) School Health strategies will include the fitness gram in physical education. The fitness gram is required yearly to monitor flexibility and cardio health.	2.5	Principal, PE Teacher	Fitness gram results			
Problem Statements: Perceptions 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Certain student groups, specifically African American and Hispanic students, met grade level on the state assessments at a much lower percentage compared to White students. Root Cause 1: More targeted interventions needed for our minority students.
School Processes & Programs
Problem Statement 1: Cunningham received a D in Closing the Gaps Domain III. Root Cause 1: Parameters for planning for and delivering Tier 2 instruction need to put in place, including materials and resources to use for Tier 2 instruction.
Perceptions
Problem Statement 1: More positive recognition is needed. Root Cause 1: Lack of system for positive recognition.

Goal 4: Improve low performing schools.

Performance Objective 1: Improve Closing the Gaps indicator domain 3 score from 66 to 75.

Evaluation Data Source(s) 1: Reading/Math Demographic Group data for CBAs, Benchmarks, and CBA scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 2 CSF 6</p> <p>1) The campus will monitor students who are identified as at-risk. Support for these students may be provided through counseling, tutoring and accelerated instruction.</p>	2.6	Principal, Assistant Principal, At-Risk-Coordinator, Counselor, Teachers	SST Meeting information			
	Problem Statements: Demographics 2					
<p>Critical Success Factors CSF 6</p> <p>2) Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at-risk of dropping out of school. The campus will review the number of students who qualify for homeless status. The at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to families and students. SRQs (Student Residency Questionnaire) will be submitted to the Office of State and Federal Programs at least once per month.</p>	2.4, 2.6	Principal Assistant Principal, Counselor, At-Risk-Coordinator,	Monthly SRQ Reports, At-Risk reporting in Skyward			
	Problem Statements: Demographics 1, 2					
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) SCE 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. Math supplies will be purchased to support implementing Guided Math in the classroom. Leveled Readers will be purchased in order to support Balanced Literacy Instruction.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Federal Programs office	Lower group sizes in order to increase intervention time in stations. Enhanced learning during Guided Math and Balanced Literacy Time			
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: SCE - 2500.00					

Critical Success Factors CSF 1 4) Title funds shall be utilized to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.	2.4	Principal, Assistant Principal, Counselor, At-Risk-Coordinator	Seamless transition of migrant students with non-migrant students.			
	Problem Statements: Demographics 1					
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: Certain student groups, specifically African American and Hispanic students, met grade level on the state assessments at a much lower percentage compared to White students. Root Cause 1: More targeted interventions needed for our minority students.
Problem Statement 2: We did not meet the federal performance standard for academic achievement for our white students in reading or math, our Hispanic students in math, and our continuously enrolled and non-continuously enrolled in math and reading. Root Cause 2: We need resources and professional development to enhance our Tier 1 instruction for all subjects.
Student Academic Achievement
Problem Statement 1: 26% of Special Education students met the approaches grade level standard on the state assessments. Root Cause 1: Targeted training needed for Special Education classroom strategies.
School Processes & Programs
Problem Statement 1: Cunningham received a D in Closing the Gaps Domain III. Root Cause 1: Parameters for planning for and delivering Tier 2 instruction need to put in place, including materials and resources to use for Tier 2 instruction.

Goal 4: Improve low performing schools.

Performance Objective 2: Improve Student Progress indicator Domain 2 (academic growth) from 77 to 80.

Evaluation Data Source(s) 2: Reading, Math, Writing and Science scores in each subgroup, CBA Scores, Weekly formative assessments, STAAR Scores, TELPAS Scores

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) The TELPAS scores, CBA scores, and formative assessments will be utilized to assess all subgroups to include LEP and SPED student achievement measured against the state achievement standards. LEP and SPED students will receive specialized instruction by qualified personnel in an effort to meet their specific needs and ultimately their overall academic performance and academic success.</p>	2.4, 2.6	Principal, Assistant Principal, ESL teacher, and all teachers of LEP students	Increase in TELPAS scores, Increase in CBA scores, Increase in STAAR scores.			
	Problem Statements: Demographics 1					
<p>Critical Success Factors CSF 3 CSF 4</p> <p>2) The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies, home visits, and communication with parents will be ongoing.</p>	2.6	Principal, Assistant Principal, Counselor, At-Risk-Coordinator, Attendance Clerk, Teachers.	Increase in attendance on the monthly attendance reports, Data meeting information, SST information			
	Problem Statements: Demographics 2					
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>3) The campus will monitor students who are identified as at-risk. Support for these students will be provided through counseling, home visits, and accelerated instruction.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, At-Risk-Coordinator, Counselor, Teachers	SST Meeting information in Eduphoria			
	Problem Statements: Demographics 1					

<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff will provide support to at-risk learnings.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, At-Risk-Coordinator, Federal Programs Office	Increased scores due to more access to technology, instructional supplies and lower classroom groups.			
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) The campus, in consultation with parents, will develop, implement, and review the parent compact, Campus Action Plan and Parental Involvement policy. The policy and compact will be published on the school website. Parent involvement activities include 3 programs per year, the annual Title 1 meeting, STEAM night in the fall, and Family Connections night in the spring.</p>	3.1, 3.2	Principal, Assistant Principal, At-Risk-Coordinator, Federal Programs Office				
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Title 1 Part A - 150.00</p>						
<p>PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>6) Title funds shall be utilized to provide opportunities for children to serve to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. Additional technology and technology licenses (Education Galaxy) will be purchased for students to create more modern digital lessons for students. Headphones and device carts will be purchased. Math supplies will be purchased to ensure implementation of Guided Math. Books for a balanced literacy library will be purchased. Additional resources will be purchased that are STAAR specific.</p>	2.4, 2.6	Principal, All Staff	Digital Classrooms Walkthroughs noting digital classrooms, Guided Math and Balanced Literacy, Increased STAAR, and TELPAS scores.			
<p>Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 - School Processes & Programs 1</p> <p>Funding Sources: Title 1 Part A - 2552.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Certain student groups, specifically African American and Hispanic students, met grade level on the state assessments at a much lower percentage compared to White students. Root Cause 1: More targeted interventions needed for our minority students.

Problem Statement 2: We did not meet the federal performance standard for academic achievement for our white students in reading or math, our Hispanic students in math, and our continuously enrolled and non-continuously enrolled in math and reading. **Root Cause 2:** We need resources and professional development to enhance our Tier 1 instruction for all subjects.

Student Academic Achievement

Problem Statement 1: 26% of Special Education students met the approaches grade level standard on the state assessments. **Root Cause 1:** Targeted training needed for Special Education classroom strategies.

School Processes & Programs

Problem Statement 1: Cunningham received a D in Closing the Gaps Domain III. **Root Cause 1:** Parameters for planning for and delivering Tier 2 instruction need to put in place, including materials and resources to use for Tier 2 instruction.

Perceptions

Problem Statement 1: More positive recognition is needed. **Root Cause 1:** Lack of system for positive recognition.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	2	Professional development will be provided for all staff. It will be designed to support improved student achievement. To include but not limited to: HRS, Seidlitz, Guided Math, Balanced Literacy, Inclusion/Special Education, TBSI, the Support of English Learners, and TEKS Resource System. Professional development resources, including books, will be purchased for staff to reference and participate in book studies together.
2	1	1	100% of teaching staff will receive training on Seidlitz, HRS, Balanced Literacy, and Guided Math by May 2019. Training will be done offsite for grades 3-5 in Seidlitz and onsite by instructional coaches for all other teachers. 100% of reading teachers will be trained on how to use Balanced Literacy teaching strategies. 100% of math teachers will be trained on how to use Guided Math teaching strategies.
2	2	1	Students will be identified and enrolled in accelerated instruction classes based on prior state and district assessments. The classes will provide intensive remediation in preparation for upcoming exams. This will be done during station work in Guided Math and Balanced Literacy and during schedule RTI time. Students will also participate in UIL events in order to increase performance of students on grade level.
2	2	2	Tutoring will be offered after school for identified students.
2	2	3	Title funds shall be utilized to provide opportunities, for children served, to acquire the knowledge and skills contained in the TEKS and meet the state performance standards. Additional technology, headphones and Chromebook carts will be purchased to allow teachers to create digital lessons for students. Education Galaxy will be purchased to enhance learning in class and during RTI time. Supplies for Guided Math will be purchased. Reading materials for the Balanced Literacy library will be purchased. Classroom supplies will be purchased to enhance student organization and learning.
4	2	1	The TELPAS scores, CBA scores, and formative assessments will be utilized to assess all subgroups to include LEP and SPED student achievement measured against the state achievement standards. LEP and SPED students will receive specialized instruction by qualified personnel in an effort to meet their specific needs and ultimately their overall academic performance and academic success.
4	2	6	Title funds shall be utilized to provide opportunities for children to serve to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. Additional technology and technology licenses (Education Galaxy) will be purchased for students to create more modern digital lessons for students. Headphones and device carts will be purchased. Math supplies will be purchased to ensure implementation of Guided Math. Books for a balanced literacy library will be purchased. Additional resources will be purchased that are STAAR specific.

State Compensatory

Budget for Cunningham Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
Stipends	6117 Career Ladder - Locally Defined	\$3,000.00
Tutors	6118 Extra Duty Stipend - Locally Defined	\$7,500.00
Teacher Salaries	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,620.00
Aide Salaries	6129 Salaries or Wages for Support Personnel	\$36,630.00
Benefits	6142 Group Health and Life Insurance	\$21,921.00
6100 Subtotal:		\$124,671.00

Personnel for Cunningham Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brown, Amoy	Aide	School Wide	.90
Kowalick, Kim	Instructional Coach	School Wide	.60
Perez, Amanda	Aide	School Wide	.90
Thorne, Kim	Instructional Coach	School Wide	.60

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kowalick, Melanie	Instructional Coach	School Wide	.40
Thorne, Kim	Instructional Coach	School Wide	.40

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Cathy Casillas	5th Grade Math
Classroom Teacher	Daryl Trotta	4th Grade Writing/Social Studies
Administrator	Ashley Davis	Principal
Classroom Teacher	Regina Campbell	PPCD Teacher
Classroom Teacher	Tara Arias	PPCD Teacher
Classroom Teacher	Deanna Draper	Deaf Ed Teacher
Classroom Teacher	Antoinette Turner	PE Teacher
Non-classroom Professional	Melanie Kowalick	Instructional Coach
Classroom Teacher	Kim Pinkstaff	Kinder Teacher
Classroom Teacher	Marita Robbins	1st Grade Teacher
Classroom Teacher	Carmen Thomas	2nd Grade Teacher
Classroom Teacher	Jessica Whitman	3rd Grade Math
District-level Professional	Suzanne Russell	Special Education Director
Parent	Ashley Rasberry	Parent
Parent	Julis McKnight	Parent

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes	211.11.6112.00.108.9.30.000	\$3,300.00
1	1	2	Conference Registration Fees	211.13.6299.00.108.9.30.000	\$1,000.00
1	1	2	Staff Development books	211.13.6329.00.108.9.30.000	\$1,000.00
1	1	2	Staff Development Travel	211.13.6411.00.108.9.30.000	\$4,000.00
2	1	3	PFE Supplies	211.61.6399.00.108.9.30.215	\$1,002.00
2	2	1	Printing	211.11.6297.00.108.9.30.000	\$500.00
2	2	3	Education Galaxy	211.11.6248.00.108.9.30.000	\$3,315.00
2	2	3	Instructional Reading Materials	211.11.6329.00.108.9.30.000	\$3,000.00
2	2	3	Technology	211.11.6395.00.108.9.30.000	\$4,500.00
2	2	3	Instructional and classroom materials & supplies	211.11.6399.00.108.9.30.000	\$20,000.00
4	2	5	PFE Snacks	211.61.6499.00.108.9.30.215	\$150.00
4	2	6	STAAR materials	211.11.6339.00.108.9.30.000	\$2,552.00
Sub-Total					\$44,319.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Tutoring Funds	199.11.6118.67.108.0.30.000	\$5,000.00
4	1	3	Instructional Supplies & Materials	199.11.6399.00.108.0.30.000	\$2,500.00
Sub-Total					\$7,500.00
Grand Total					\$51,819.00

Addendums

Campus: Cunningham

Principal: Ashley Davis

\$89,936 2018-2019 Title 1 Budget Allocation
\$43,167 Discretionary Funds

CATEGORY								Developmental Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj		
Personnel:									
211	11	6112	00	108	9	30	000	\$3,300	Title I Substitutes
211	11	6117	00	108	9	30	000	\$2,000	Salary Stipends
211	11	6118	67	108	9	30	000		Tutors
211	13	6118	00	108	9	30	000		Teacher Staff Development Extra Duty Stipend
211	11	6119	00	108	9	30	000	\$37,080	Teacher Salaries
211	11	6129	00	108	9	30	000	\$0	Aide Salaries
211	11	6142	00	108	9	30	000	\$7,689	Benefits
Contracted Services:									
211	13	6239	00	108	9	30	000		Education Service Center Provider/Region 9 esc services
211	11	6248	00	108	9	30	000	\$3,315	On-line services/Maint agreements
211	34	6294	67	108	9	30	000		Student busing for tutorials
211	11	6297	00	108	9	30	000	\$500	Printing
211	13	6299	00	108	9	30	000	\$1,000	Contracted Services (including conference registration)
Supplies/Computers/Equipment:									
211	11	6329	00	108	9	30	000	\$3,000	Instructional Reading materials/books
211	13	6329	00	108	9	30	000	\$1,000	Staff Development Books
211	11	6339	00	108	9	30	000	\$2,552	STAAR Test Booklets/Study Materials
211	11	6395	00	108	9	30	000	\$4,500	Technology
211	11	6397	00	108	9	30	000		Software/Licenses
211	11	6399	00	108	9	30	000	\$20,000	Instructional classroom supplies/materials
Travel:									
211	13	6411	00	108	9	30	000	\$4,000	Teacher Staff Development Travel

TOTALS **\$89,936**
 Remaining Funds to Allocate: **\$0**

Parent & Family Engagement (PFE):								\$1,152	
211	61	6299	00	108	9	30	215		PFE Contracted Services
211	61	6399	00	108	9	30	215	\$1,002	PFE Supplies
211	61	6499	00	108	9	30	215	\$150	PFE Snacks

TOTALS **\$1,152**
 Remaining Funds to Allocate: **\$0**

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

Principal Signature: _____

Date: _____