

Wichita Falls Independent School District

Cunningham Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 10, 2020

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: 4.7% African American, 29% Hispanic, 1.4% Asian, 8.5% two-or more races, and 53.3% White. The economically disadvantaged rate of students is 66.4%. The at-risk rate of students is 45.4%. 23 % 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 (Prioritized): 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 (Prioritized): 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 Learning

Student Learning 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 73, which is a C 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. School improvement in the following areas: Academic achievement in the area of reading in the white sub group. In math the Hispanic and white sub groups. In student success for all sub population.

Student Learning 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 Hispanic and AA student groups met the federal growth status in reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Several areas identified for school improvement. **Root Cause:** Lack of targeted instruction and differentiation based on assessments.

School Processes & Programs

School Processes & Programs Summary

This year, teachers are being trained in High Reliability ASOT teaching strategies and 10 teachers continue to practice 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. New 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 (Prioritized): Several areas identified for school improvement. **Root Cause:** Needed more focused assessment and 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 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 security doors are used daily and are beneficial regarding campus security. Our students participate in a schoolwide Character Ed Program with the counselor. Cunningham follows the WFISD bullying policy.

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

Parent communication through, Parentlink reminders are sent, Meet the Teacher takes place each August, ESL parent meeting, parent-teacher conferences in October, and other parent involvement 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 in order to focus on students' needs due to being out of school in the months of March, April, and May of 2020. Principal and instructional coaches

are in charge of these meetings. Student enrichment programs (during and after school) are available to students. Cunningham staff is committed to continually improving student academic achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): More positive behavior support is needed. **Root Cause:** Lack of system

Problem Statement 2: More targeted instruction is needed to close the learning gap. **Root Cause:** Covid

Priority Problem Statements

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 1 Areas: Demographics

Problem Statement 2: Several areas identified for school improvement.

Root Cause 2: Lack of targeted instruction and differentiation based on assessments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Several areas identified for school improvement.

Root Cause 3: Needed more focused assessment and instruction.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: More positive behavior support is needed.

Root Cause 4: Lack of system

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 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 5: We need resources and professional development to enhance our Tier 1 instruction for all subjects.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data


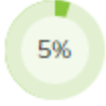





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Maintain 90% of staff from 2020 to 2021







Evaluation Data Sources: HR Documents, Position control forms, and assignments.

<p>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.</p> <p>Strategy's Expected Result/Impact: HR Certified teacher report Principal Attestation</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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.</p> <p>Professional development resources, including books, will be purchased for staff to reference and participate in book studies together.</p> <p>Strategy's Expected Result/Impact: PLC agendas and minutes, Seidlitz strategies documented in walk-throughs</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coaches and District Curriculum Staff</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Substitutes - Title 1 Part A - 211.11.6112.00.108.9.30.000, Conference Registration Fees - Title 1 Part A - 211.13.6299.00.108.9.30.000 - \$1,000, Staff Development books - Title 1 Part A - 211.13.6329.00.108.9.30.000, Staff Development Travel - Title 1 Part A - 211.13.6411.00.108.9.30.000 - \$500</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: HR Job Fair and Talent Ed.</p> <p>Staff Responsible for Monitoring: Principal and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: By May 2021, 90% of Pre-K and Kindergarten will advance beyond grade level phonological levels. 85% of first and second graders will be on grade level.

Evaluation Data Sources: HRS, Balanced Literacy, Guided Math, Seidlitz and evidence during walk-throughs

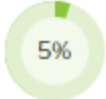




<p>Strategy 1: 100% of teaching staff will receive training on Seidlitz, HRS, Balanced Literacy, and Guided Math by May 2019. Training will continue in 19-20. Training will be done offsite for grades 3-5 in Seidlitz and onsite by instructional coaches for all other teachers. 100% of reading teachers 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.</p> <p>Strategy's Expected Result/Impact: HRS, Balanced Literacy, Guided Math, and Seidlitz evidence during walk-throughs. PLC agenda and minutes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: registration fees - Title 1 Part A - 21113629900108030000 - \$1,000, travel - Title 1 Part A - 21113641100108030000 - \$500</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased home visits. Lower reading group sizes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Federal Programs Office</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Coaches Salaries - SCE - \$74,500, Classroom Aides Salaries - SCE - \$38,500, Coach salaries - Title 1 Part A - 211611999108030000 - \$41,843</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Materials will be purchased for Cunningham families to support them working with their students at home.</p> <p>Strategy's Expected Result/Impact: Student increase in reading fluency and love of reading.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: PFE Supplies - Title 1 Part A - 211.61.6399.00.108.9.30.215 - \$568, - Title 1 Part A - 21161649900108030215 - \$568</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Cunningham earned a C rating of 77 in academic growth in 2019. By May of 2021, 85% of students will show progress on their State and STAAR tests.

Evaluation Data Sources: State and STAAR results.









<p>Strategy 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> <p>Strategy's Expected Result/Impact: Unit test scores increase, Data Wall Improvement, MAPS scores increase, Classroom Assessment improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Printing - Title 1 Part A - 211.11.6297.00.108.9.30.000 - \$500, tutors - Title 1 Part A - 211.11.6118.67.108.0.30.000 - \$2,000, Salaries for coaches - Title 1 Part A - 211.11.6119.00.108.0.30.000 - \$41,843, stipends - Title 1 Part A - 211.13.6118.00.108.0.30.000 - \$1,000</p>	Formative Reviews		
	Nov	Feb	May
	0%		
<p>Strategy 2: Tutoring will be offered after school for identified students.</p> <p>Strategy's Expected Result/Impact: CBA score improvement, Data Wall Improvement, Benchmark score improvement, Classroom Assessment improvement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutoring Funds - SCE - 199.11.6118.67.108.0.30.000, tutors - Title 1 Part A - 21111611867108030000 - \$2,000, stipend - Title 1 Part A - 21113611800108030000 - \$1,000</p>	Formative Reviews		
	Nov	Feb	May
	0%		

<p>Strategy 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>Strategy's Expected Result/Impact: Digital classrooms Increased STAAR scores, Increased MAPS and Unit test scores, Walk-through data</p> <p>Staff Responsible for Monitoring: Principal and all staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Reading Materials - Title 1 Part A - 211.11.6329.00.108.9.30.000 - \$6,000, Technology - Title 1 Part A - 211.11.6395.00.108.9.30.000 - \$10,000, Instructional and classroom materials & supplies - Title 1 Part A - 211.11.6399.00.108.9.30.000 - \$1,136</p>	Formative Reviews		
	Nov	Feb	May
	 5%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Sources: Statement of Concerns and SSI Grade Placement Paperwork, summer school lists and scores.

<p>Strategy 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 use the Rhithm app. for extra social-emotional support. Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Strategy's Expected Result/Impact: Training completion report, HR report of new staff completing child abuse training</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, All staff</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Students will participate in after school clubs: news crew, choir, math club, and UIL events in the second semester due to COVID.</p> <p>Strategy's Expected Result/Impact: Club sign in sheets</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Club and UIL Sponsors.</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Smooth transition from DAEP back to campus</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, At-Risk-Coordinator</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: School Health strategies will include the fitness gram in physical education. The fitness gram is required yearly to monitor flexibility and cardio health.</p> <p>Strategy's Expected Result/Impact: Fitness gram results</p> <p>Staff Responsible for Monitoring: Principal, PE Teacher</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 1: Improve Closing the Gaps indicator domain 3 score from 66 to 75 May of 2021.



Evaluation Data Sources: Reading/Math Demographic Group data for unit tests, MAPS, STAAR





<p>Strategy 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> <p>Strategy's Expected Result/Impact: SST Meeting information</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, At-Risk-Coordinator, Counselor, Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Covid Care Aides - SCE - \$40,000, coach salaries - Title 1 Part A - 21111611900108030000 - \$41,843, salary stipend - Title 1 Part A - 21111611700108030000 - \$2,000, tutors - Title 1 Part A - 31111611867108030000 - \$2,000, extra duty stipend - Title 1 Part A - 211136118001087030000 - \$1,000</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Monthly SRQ Reports, At-Risk reporting in Skyward</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal, Counselor, At-Risk-Coordinator,</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Lower group sizes in order to increase intervention time in stations. Enhanced learning during Guided Math and Balanced Literacy Time</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Federal Programs office</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Supplies & Materials - SCE - 199.11.6399.00.108.0.30.000, staar test booklets - Title 1 Part A - 21111639900108030000 - \$500, chromebooks - Title 1 Part A - 21111639500108030000 - \$10,000, software - Title 1 Part A - 21111639700108030000 - \$8,255, supplies - Title 1 Part A - 21111639999108030000 - \$1,136</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Seamless transition of migrant students with non-migrant students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, At-Risk-Coordinator</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 2: Improve Student Progress indicator Domain 2 (academic growth) from 77 to 80 by May of 2021.

Evaluation Data Sources: Reading, Math, Writing and Science scores in each subgroup, Unit assessments scores, Weekly formative assessments, STAAR Scores, TELPAS Scores

<p>Strategy 1: The TELPAS scores, unit test 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> <p>Strategy's Expected Result/Impact: Increase in TELPAS scores, Increase in CBA scores, Increase in STAAR scores.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ESL teacher, and all teachers of LEP students</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: coach salaries - Title 1 Part A - 21111611900108030000 - \$41,834, tutors - Title 1 Part A - 2111161867198030000 - \$2,000, salary stipends - Title 1 Part A - 21111611700108030000 - \$2,000, extra duty stipend - Title 1 Part A - 21113611800108030000 - \$1,000</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase in attendance on the monthly attendance reports, Data meeting information, SST information</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, At-Risk-Coordinator, Attendance Clerk, Teachers.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 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> <p>Strategy's Expected Result/Impact: SST Meeting information in Eduphoria</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, At-Risk-Coordinator, Counselor, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional Coach salaries - Title 1 Part A - 21111611900108030000 - \$41,843, tutors - Title 1 Part A - 21111611867108030000 - \$2,000, salary stipends - Title 1 Part A - 21111611700108030000 - \$2,000, extra duty stipends - Title 1 Part A - 21113611800108030000 - \$1,000</p>	Formative Reviews		
	Nov	Feb	May

<p>Strategy 4: SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff will provide support to at-risk learning through staff development. Subs will be provided through SCE budget.</p> <p>Strategy's Expected Result/Impact: Increased scores due to more access to technology, instructional supplies and lower classroom groups.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, At-Risk-Coordinator, Federal Programs Office</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Substitutes for SD - SCE - 199E11611200108011000 - \$50,871</p>	Formative Reviews																				
<p>Strategy 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> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, At-Risk-Coordinator, Federal Programs Office</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: PFE Snacks - Title 1 Part A - 211.61.6499.00.108.9.30.215 - \$568, PFE Supplies - Title 1 Part A - 21161639900108030215 - \$568</p>	Formative Reviews																				
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Digital Classrooms Walkthroughs noting digital classrooms, Guided Math and Balanced Literacy, Increased STAAR, and TELPAS scores.</p> <p>Staff Responsible for Monitoring: Principal, All Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: STAAR materials - Title 1 Part A - 211.11.6339.00.108.9.30.000 - \$500, inst. reading materials - Title 1 Part A - 21111632900108030000 - \$6,000, staar test booklets - Title 1 Part A - 21111633900108030000 - \$500, technology - Title 1 Part A - 21111639500108030000 - \$10,000, software - Title 1 Part A - 2111163970010830000 - \$8,255, classroom materials - Title 1 Part A - 21111639900108030000 - \$1,136</p>	Formative Reviews																				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>	<table border="1"> <thead> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0%</td> <td></td> <td></td> </tr> </tbody> </table>	Nov	Feb	May	0%			<table border="1"> <thead> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Nov	Feb	May				<table border="1"> <thead> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Nov	Feb	May			
Nov	Feb	May																			
0%																					
Nov	Feb	May																			
Nov	Feb	May																			

State Compensatory

Personnel for Cunningham Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alec Riding-In	Aide	School Wide	.90
Amoy, Brown	Aide	School Wide	.90
Casilla, Catherine	Instructional Coach: Math	School Wide	.60
Conklin, Robert	Aide	COVID CARE	.100
Edward Anaya	Instructional Coach: Reading	School Wide	.60
Wilkinson, Cindy	Aide	COVID CARE	.100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.4: Opportunities for all children to meet State standards

See strategies below:

2.5: Increased learning time and well-rounded education

See strategies below:

2.6: Address needs of all students, particularly at-risk

See strategies below:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

See strategies below:

3.2: Offer flexible number of parent involvement meetings

See listed strategies below:

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Casilla, Catherine	Instructional Coach: Math	School Wide	.40
Edward Anaya	Instructional Coach: Reading	School Wide	.40

2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Donna Martin	Principal
Administrator	Rebecca Alfert	Assistant Principal
Classroom Teacher	Jennifer Gillespie	Teacher
Classroom Teacher	Carmen Thomas	Teacher
Classroom Teacher	Melanie Bloomfield	Teacher
Classroom Teacher	Susan McCoy	Teacher
Non-classroom Professional	Edward Anaya	Instructional Coach
Classroom Teacher	Deandra West	Teacher
Parent	Katie Clymer	Parent
Counselor	Shannon Mackey	Counselor
Community Representative	Glenda Briscoe	Community Rep.

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	\$0.00
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	\$0.00
1	1	2	Staff Development Travel	211.13.6411.00.108.9.30.000	\$500.00
2	1	1	registration fees	21113629900108030000	\$1,000.00
2	1	1	travel	21113641100108030000	\$500.00
2	1	2	Coach salaries	211611999108030000	\$41,843.00
2	1	3	PFE Supplies	211.61.6399.00.108.9.30.215	\$568.00
2	1	3		21161649900108030215	\$568.00
2	2	1	Printing	211.11.6297.00.108.9.30.000	\$500.00
2	2	1	tutors	211.11.6118.67.108.0.30.000	\$2,000.00
2	2	1	Salaries for coaches	211.11.6119.00.108.0.30.000	\$41,843.00
2	2	1	stipends	211.13.6118.00.108.0.30.000	\$1,000.00
2	2	2	tutors	21111611867108030000	\$2,000.00
2	2	2	stipend	21113611800108030000	\$1,000.00
2	2	3	Instructional Reading Materials	211.11.6329.00.108.9.30.000	\$6,000.00
2	2	3	Technology	211.11.6395.00.108.9.30.000	\$10,000.00
2	2	3	Instructional and classroom materials & supplies	211.11.6399.00.108.9.30.000	\$1,136.00
4	1	1	coach salaries	21111611900108030000	\$41,843.00
4	1	1	salary stipend	21111611700108030000	\$2,000.00
4	1	1	tutors	31111611867108030000	\$2,000.00
4	1	1	extra duty stipend	211136118001087030000	\$1,000.00
4	1	3	staar test booklets	21111639900108030000	\$500.00
4	1	3	chromebooks	21111639500108030000	\$10,000.00
4	1	3	software	21111639700108030000	\$8,255.00
4	1	3	supplies	21111639999108030000	\$1,136.00

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	coach salaries	21111611900108030000	\$41,834.00
4	2	1	tutors	2111161867198030000	\$2,000.00
4	2	1	salary stipends	21111611700108030000	\$2,000.00
4	2	1	extra duty stipend	21113611800108030000	\$1,000.00
4	2	3	Instructional Coach salaries	21111611900108030000	\$41,843.00
4	2	3	tutors	21111611867108030000	\$2,000.00
4	2	3	salary stipends	21111611700108030000	\$2,000.00
4	2	3	extra duty stipends	21113611800108030000	\$1,000.00
4	2	5	PFE Snacks	211.61.6499.00.108.9.30.215	\$568.00
4	2	5	PFE Supplies	21161639900108030215	\$568.00
4	2	6	STAAR materials	211.11.6339.00.108.9.30.000	\$500.00
4	2	6	inst. reading materials	21111632900108030000	\$6,000.00
4	2	6	staar test booklets	21111633900108030000	\$500.00
4	2	6	technology	21111639500108030000	\$10,000.00
4	2	6	software	2111163970010830000	\$8,255.00
4	2	6	classroom materials	21111639900108030000	\$1,136.00
Sub-Total					\$299,396.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Coaches Salaries		\$74,500.00
2	1	2	Classroom Aides Salaries		\$38,500.00
2	2	2	Tutoring Funds	199.11.6118.67.108.0.30.000	\$0.00
4	1	1	Covid Care Aides		\$40,000.00
4	1	3	Instructional Supplies & Materials	199.11.6399.00.108.0.30.000	\$0.00
4	2	4	Substitutes for SD	199E11611200108011000	\$50,871.00
Sub-Total					\$203,871.00
Grand Total					\$503,267.00

Addendums

Account Level		2020-21	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance
211	ESEA Title I Part A						
E	Expense						
6100	Payroll Costs						
211 E 11 6112 00 108 1 30 000		5,000.00	5,000.00	0.00	0.00	0.00	5,000.00
211 E 13 6118 00 108 1 30 000	Extra Duty Pay Profession/00/X	1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E 11 6118 67 108 1 30 000		5,844.00	5,844.00	0.00	0.00	0.00	5,844.00
211 E 11 6119 00 108 1 30 000		49,756.00	49,756.00	0.00	0.00	0.00	49,756.00
211 E -- 61-- -- -- -- --		61,600.00	61,600.00	0.00	0.00	0.00	61,600.00
6200	Contracted Svc						
211 E 13 6239 00 108 1 30 000	Svcs From Regional Esc	2,000.00	2,000.00	0.00	125.00	0.00	1,875.00
211 E 11 6248 00 108 1 30 000		4,500.00	4,500.00	0.00	0.00	0.00	4,500.00
211 E 34 6294 67 108 1 30 000	Misc Contract Svc/Tutorial/X	300.00	300.00	0.00	0.00	0.00	300.00
211 E 11 6297 00 108 1 30 000		500.00	500.00	0.00	0.00	0.00	500.00
211 E 11 6299 00 108 1 30 000	Other Contracted Services	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E 13 6299 00 108 1 30 000	Other Contracted Services/00/X	2,000.00	2,000.00	0.00	0.00	0.00	2,000.00
211 E -- 62-- -- -- -- --		11,300.00	11,300.00	0.00	125.00	0.00	11,175.00
6300	Supplies						
211 E 11 6329 00 108 1 30 000		6,000.00	6,000.00	0.00	0.00	0.00	6,000.00
211 E 11 6339 00 108 1 30 000		1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
211 E 11 6395 00 108 1 30 000		10,000.00	10,000.00	0.00	0.00	0.00	10,000.00
211 E 11 6397 00 108 1 30 000	Software < \$5000/00/X	3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
211 E 11 6399 00 108 1 30 000	Supplies & Materials/00/X	10,045.00	10,045.00	0.00	0.00	3,629.04	6,415.96
211 E 61 6399 00 108 1 30 215	Supplies & Mater/00/Parent Inv	685.00	685.00	0.00	0.00	0.00	685.00
211 E -- 63-- -- -- -- --		30,730.00	30,730.00	0.00	0.00	3,629.04	27,100.96
6400	Other Op Costs						
211 E 61 6499 00 108 1 30 215	Other Misc Oper Exps/00/Parent	685.00	685.00	0.00	0.00	0.00	685.00
211 E -- 64-- -- -- -- --		685.00	685.00	0.00	0.00	0.00	685.00
211 E -- -- -- -- --		104,315.00	104,315.00	0.00	125.00	3,629.04	100,560.96
211 - -- -- -- --		-104,315.00	-104,315.00	0.00	-125.00	-3,629.04	-100,560.96
Grand Expense Totals		104,315.00	104,315.00	0.00	125.00	3,629.04	100,560.96

FND	T	FC	OBJ	SO	ORG	F	PI	Account Level	2020-21	2020-21	September	2020-21	2020-21	Encumbered	Unencumbered
								Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	

Number of Accounts: 17

***** End of report *****

Account Level							2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	108	0 30 000	Substitutes	1,000.00				1,000.00
199	E	11	6118	67	108	0 30 000	Extra Duty-prof-tutorials	2,000.00				2,000.00
199	E	11	6248	00	108	0 30 000	Maint Agr/online Srv	4,000.00	3,683.00	3,683.00		317.00
199	E	11	6395	00	108	0 30 000	Computer Equipment					
199	E	11	6399	00	108	0 30 000	Supplies	5,760.00				5,760.00
199	E	11	6499	00	108	0 30 000	Other Misc Oper Expenses					
--- E -- ---- -- 108 - - - ---								12,760.00	3,683.00	3,683.00		9,077.00
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--- - - - ---- -- 108 - - - ---								-12,760.00	-3,683.00	-3,683.00		-9,077.00
<hr/> Grand Expense Totals								12,760.00	3,683.00	3,683.00		9,077.00

Number of Accounts: 6

***** End of report *****