

Cunningham Elementary School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan

"Developing Problem-Solvers & Critical Thinkers for a Lifetime"



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Campus Vision

We create Global Citizens who engage in problem-solving and critical thinking for a lifetime.

Campus Values

We believe:

- * in giving all students opportunities and experiences that enrich their lives
 - * schools should be a safe place where all students feel valued
- * our community benefits when we develop inclusive environments for learning
 - * becoming literate is a basic human right
- * learning is most meaningful when it is relevant to each student's life
 - * in fostering problem-solving and critical thinking through the Arts
 - * all students should engage in play-based learning

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Prioritized Focus Area #1

Prioritized Focus Area #1

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

In continuing our work from the 2019-20 school year, we will continue focusing on objective-driven lesson plans. We were able to see some progress in this area and believe that even in the virtual learning environment, this area is critical to achieving high outcomes to student learning.

How will the campus build capacity in this area? Who will you partner with?

We will continue to:

*Support alignment to Student Expectations using the 4 Critical Questions of a Professional Learning Community:

1. What do we want students to know and be able to do?
2. How will we know if they have learned it?
3. What will we do for those who have not yet learned it (or struggle to learn it)?
4. What will we do for those who have already learned it?

* Meet with teachers and provide feedback on lessons and uploaded content in Blend during and beyond virtual learning

* Provide teachers with professional learning opportunities (Monday PD, Cunningham U) focused on the importance of shared understanding of student expectations.

* Develop student's ability to articulate what and why they are learning something and how it helps them develop as a learner.

* Highlight and share aligned lesson plans and lessons with all staff via Cobra Chronicle

* Utilize Adult Learning Theory (Knowles) and provide opportunities to study, read, and explore quality lessons.

How will you communicate these priorities to your stakeholders? How will create buy-in?

* Share CIP / TIP with team leaders to get their input, ideas, feedback, and possible revisions

* Share 2020 MOY Data (data from March 2020) as a data point of both progress and areas for growth

Desired Annual Outcome

By May 2021, 100% of teachers will develop and submit lesson plans that include student expectation (SE), instruction and student task aligned to SE, and formative assessment component so that student learning will increase on both MAP and STAAR.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

Eighty percent of teachers (28/35) will submit lesson plans where the objective is clearly stated, the instruction and the task are aligned to the Student Expectation and formative assessment component.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

Ninety percent of teachers (32/35) will submit lesson plans where the objective is clearly stated, the instruction and the task are aligned to the Student Expectation and formative assessment component.

Desired 90-day Outcome: Cycle 3 (March-May)

One hundred percent of teachers (35/35) will submit lesson plans where the objective is clearly stated, the instruction and the task are aligned to the Student Expectation and formative assessment component..

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Barriers to Address During the Year

Teachers face challenges of teaching both virtual and face-to-face learning.

Teacher stress is high due to Covid-19, pending flu season and returning to in-campus teaching.

Teachers may exhibit resistance to change with regard to lesson planning and execution.

Barriers to Address: Cycle 1 (Sept-Nov)

Teacher stress is high due to Covid-19 and returning to in-campus teaching. Teachers face challenges of teaching both virtual and face-to-face learning. It is difficult to have a focus on teaching and learning when we are constantly reminding individuals (staff, students, community) that we are safe and need to follow protocols to remain safe during this time. There is a mindset that the way things have always been (lesson planning and its influence on lesson delivery and student outcomes) is fine and there is some resistance to change. Teachers do not have enough time to plan. Teachers also are dealing with an uptick in Covid-19 confirmed positives rising on the eve of Thanksgiving Break.

Barriers to Address: Cycle 2 (Dec-Feb)

Teacher stress related to mid-year benchmark - report cards, closing out of first semester, MOY Testing and data analysis, etc. By the end of the first semester many deadlines loom. February is always a high stress time. Possible stressors include the continuation of virtual and face-to-face teaching and flu season.

Barriers to Address: Cycle 3 (March-May)

Teacher fatigue and stressors of testing as we approach EOY Testing (STAAR, MAP). Teachers may have stressors of closing out the year - many tasks to complete related to school business. Teachers may have general fatigue of pandemic continuing over a year.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

All educational staff were suffering from fatigue after a year of teaching during the pandemic.

District Commitment Theory of Action (ToA)

If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote the efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be a positive campus culture and improved student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)

Executive Director and Principal will review submitted lesson plans and feedback given to teachers. Observe instruction (in-person and remote) and debrief on alignment of lessons to actual instruction (including student task). Executive Director and Principal will review recorded lesson planning sessions and debrief.

District Actions: Cycle 2 (Dec-Feb)

Executive Director and Principal will review submitted lesson plans and feedback given to teachers. Observe instruction (in-person and remote) and debrief on alignment of lessons to actual instruction (including student task). Executive Director and Principal will review recorded lesson planning sessions and debrief. ED will arrange for Principal to observe a lesson plan feedback session at another campus. ED will observe Cunningham U on January 5th.

District Actions: Cycle 3 (March-May)

Executive Director and Principal will review submitted lesson plans and feedback given to teachers. Observe instruction (in-person and remote) and debrief on alignment of lessons to actual instruction (including student task). Executive Director and Principal will review recorded lesson planning sessions and debrief.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

District is offering PK and K training throughout the summer to all students. PPfT and CAPR trainings are available in the summer. Will continue to collaborate with current ED and use our time together to think through ideas and next steps for campus.

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

In further developing our learning and focus on data-driven instruction from the 2018-19 and 2019-20 school years, teachers will continue the work of data analysis at least two times monthly. Teachers will continue gathering evidence of student learning, studying student learning outcomes (formative and summative), and planning for aligned instruction, reteach, or enrichment.

How will the campus build capacity in this area? Who will you partner with?

During the past two school years, we created grade level spreadsheets for Teachers. This year we will support Teaching Teams in developing TEKS-aligned common assessments and creating data tracking systems (spreadsheets, data walls, trifold boards, DMAC). By developing their own TEKS-aligned common assessments and data-tracking devices, teacher teams will be more bought into the process of data analysis and corrective teaching.

How will you communicate these priorities to your stakeholders? How will create buy-in?

In weekly team meetings with teachers, we will guide the conversation around the 4 Critical Questions of a Professional Learning Community and teachers will create the systems and processes that are sustainable for teams. By allowing teachers to be part of the creation of the system, we will generate buy-in to the process.

Teachers will make this work student-centered by also developing a system to identify individual student goals aligned to content.

Communication was sent to teams the week of September 8th establishing the focus of team meetings.

Desired Annual Outcome

By May 2021, 100% of general education teachers will meet with their team bi-weekly to conduct data analysis on TEKS-aligned common assessments and plan for aligned instruction, reteach, or enrichment. During these meetings, teachers will focus on following data analysis protocols to identify student learning strengths and challenges with special attention paid to different student groups.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

60% of Teams will be conducting bi-weekly Data Analysis Sessions.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

80% of Teams will be conducting bi-weekly Data Analysis Sessions.

Desired 90-day Outcome: Cycle 3 (March-May)

100% of Teams will be conducting bi-weekly Data Analysis Sessions.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

100% of Teams were meeting and conducting bi-weekly Data Analysis.

Barriers to Address During the Year

Teachers face challenges of teaching both virtual and face-to-face learning.

Teacher stress is high due to Covid-19, pending flu season and returning to on-campus teaching.

Teachers may exhibit resistance to change with regard to strategic data use in planning.

Teachers may exhibit resistance to necessary reteach based on data because of lack of time.

Barriers to Address: Cycle 1 (Sept-Nov)

Teacher stress is high due to Covid-19 and returning to in-campus teaching. Teachers face challenges of teaching both virtual and face-to-face learning. It is difficult to have a focus on teaching and learning when we are constantly reminding individuals (staff, students, community) that we are safe and need to follow protocols to remain safe during this time. There is a mindset that the way things have always been (data analysis and its influence on lesson delivery and student outcomes) is fine and there is some resistance to change. While planning time is built into the master calendar, teachers continue to need more time to plan for corrective instruction on a daily and weekly basis.

Barriers to Address: Cycle 2 (Dec-Feb)

Stress related to MOY testing and Benchmarks. Teachers often feel defeated during this time of year and the added stress of data response plans.

Barriers to Address: Cycle 3 (March-May)

End of the year stressors - STAAR creates stress and the focus on accountability becomes all consuming.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

End of the year stressors and testing prep (meetings for making groups, solidifying accommodations, etc) made it hard for teams to meet with admin as regularly. Teachers were fatigued from a year of teaching through the pandemic. Concurrent teaching presented challenges to build relationships with all students.

District Commitment Theory of Action (ToA)

If the principal supervisor provides press, support, and coaching in the following areas: development of systems, both operational and instructional, to promote the efficiency of school routines and practices, alignment of instruction, including assigned student tasks, and assessment to the standards and use of research-based, best instructional practices, teacher observation and the use of timely, specific, actionable feedback to improve teacher practice, analysis of student achievement data, including by student groups, and ongoing use of formative assessment and progress monitoring to inform instruction and intervention, and engagement/empowerment of students, parents, and families to support learning, then the result will be a positive campus culture and improved student learning outcomes.

District Actions: Cycle 1 (Sept-Nov)

Executive Director and Principal will review recorded team meetings to see the focus on Data Analysis aligned to campus-based DASH.

District Actions: Cycle 2 (Dec-Feb)

Executive Director and Principal will review recorded team meetings to see the focus on Data Analysis aligned to campus-based DASH

District Actions: Cycle 3 (March-May)

Executive Director and Principal will review recorded team meetings to see the focus on Data Analysis aligned to campus-based DASH

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

Executive Director and Principal will review recorded team meetings to see the focus on Data Analysis aligned to campus-based DASH

Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

What new action steps do you need to add to the next cycle?

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

We have made progress or completed every area, but are discontinuing the goal of lesson plan look fors due how the process has developed while working in collaboration with our teachers. The collaborative nature of the lesson-tuning has allowed us to remain focused on student learning outcomes and lesson implementation. This has been a valuable learning experience for all staff. I will be providing an end of the year survey to teachers whom I planned with to gain insight on how these focused weekly meeting influenced student learning outcomes.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

The challenges of pandemic teaching as well as the natural disaster of the snow storm significantly impacted student performance. Teachers continue to provide on-going teaching and support and students continue to attend both online and face to face however at times the challenges of bridging the divide is challenging. We will continue to work with students in small groups and provided targeted support based on current data.

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

*Create EoY Planning Support Feedback form *Continue Recording Planning and Data Meetings *Identify one way of tracking data for the campus that supports SBG and monitors progress.

What new action steps do you need to add to the next cycle?

None

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Yes. Each quarter I was able to review the videos of the recorded meetings to help me support teachers and it also provided evidence of our meetings.

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

TBD

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

Next year we will develop a more defined protocols for lesson tuning and data analysis (including looking at student work).

What new action steps do you need to add to the next cycle?

We need to add a way to track student data that does not merely reproduce a grade book and can help drive instruction.

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

Yes. Focusing on supporting teams we were able to support teachers in their instructional planning and data analysis.

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

Yes. By adding bi-weekly planning meetings we were able to create lesson plans that were responsive to student learning needs as indicated by the data results.

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Mrs. Mary Alvarez

Date

11/6/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Mrs. Heather Petruzzini

Date

11/6/2020

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

State Accountability Measures

State Domain 1: Academic Achievement Scaled Score increased from 70 (2017-18 SY) to 72 (2018-19 SY).

State Domain 2b: Relative Performance Scaled Score increased from 65 (2017-18) to 72 (2018-19 SY).

STAAR Measures

STAAR 3rd Grade *Reading* % at Meets increased from 27 (2017-18 SY) to 35 (2018-19 SY).

STAAR 5th Grade *Reading* % at Meets increased from 35 (2017-18 SY) to 48 (2018-19 SY).

STAAR 5th Grade *Reading* % at Masters increased from 12 (2017-18 SY) to 22 (2018-19 SY).

STAAR 3rd Grade Math % at Approaches increased from 53 (2017-18 SY) to 68 (2018-19 SY).

STAAR 5th Grade Math % at Masters increased from 4 (2017-18 SY) to 24 (2018-19 SY).

Early Literacy

ISIP EOY % on or above grade level for African American Students increased from 29 (2017-18 SY) to 56 (2018 - 19 SY).

ISIP EOY % on or above grade level for Hispanic Students increased from 37 (2017-18 SY) to 59 (2018 - 19 SY).

ISIP EOY % on or above grade level for Economically Disadvantaged Students increased from 33 (2017-18 SY) to 53 (2018 - 19 SY).

Student Achievement Weaknesses

Closing the Gaps: Academic Achievement

Historically Underperforming Group - Hispanic Student Group

Reading (Target = 37)

- 2017 - 32%
- 2018 - 35%
- 2019 - 35%

Math (Target = 40)

- 2017 - 29%
- 2018 - 36%

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

2019 - 28%

Student Achievement Needs

Progress monitoring data on Short Cycle and Summative Assessments - isolating for different student groups.

Alignment between common assessments in grades 3 - 5 and STAAR.

Shared understanding that knowledge of the skills and abilities described in the standard is the baseline for understanding and building student performance outcomes.

Build upon shared understanding of standards with Best Practices in Pedagogy.

Student Achievement Summary

Over the previous two years we have seen gains in early reading, the campus continues to see gaps in STAAR testing. By focusing on Essential Actions 5.1 and 5.3 we will focus on our efforts on student learning outcomes and increase the likelihood for student achievement beyond elementary school.

2020-21 Campus and Targeted Improvement Plan Checklist: Cunningham (113)

Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes	
2019 State Accountability Ratings							
State Overall Scaled Score	TEA	85	70	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 1: Academic Achievement Scaled Score	TEA	70	72	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	89	62	No Data	TBD		
State Domain 2, Part B: Relative Performance Scaled Score	TEA	65	72	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	76	66	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	Hisp	No Data	none	Required to be addressed if any groups were identified in 2018-19	
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of KG students considered Kindergarten Ready according to Texas Kindergarten Entry Assessment results for students who attended Pre-K in AISD	TX-KEA	85	69	No Data	TBD	GPM 1.1. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
ISIP EOY % on or above grade level – African American	iStation	29	56	No Data	N/A - ISIP replaced with MAP Growth starting in SY 20-21	GPM 1.2	
ISIP EOY % on or above grade level – Hispanic	iStation	37	59	No Data		GPM 1.3	
ISIP EOY % on or above grade level – ECD	iStation	33	53	No Data		GPM 1.4	
3 rd grade Reading % Meets Grade Lvl	All Students	STAAR	27	36	No Data	39	GPM 1.5 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	<1	*	No Data	N/A	
	Hispanic	STAAR	21	24	No Data	27	
	White	STAAR	50	64	No Data	65	
	Asian	STAAR	*	-	No Data	N/A	
	Two or More Races	STAAR	63	*	No Data	N/A	
	Special Education	STAAR	22	30	No Data	33	
	Economically Disadvantaged	STAAR	12	32	No Data	35	
3 rd grade Math % Meets Grade Lvl	All Students	STAAR	31	31	No Data	34	GPM 1.7 Board Goal required under House Bill 3. Required to be addressed in order to meet SY 2024-25 goal of 90% at Meets Grade Level for all student groups.
	African American	STAAR	<1	*	No Data	N/A	
	Hispanic	STAAR	26	20	No Data	24	
	White	STAAR	43	64	No Data	65	
	Asian	STAAR	*	-	No Data	N/A	
	Two or More Races	STAAR	63	*	No Data	N/A	
	Special Education	STAAR	11	30	No Data	33	
	Economically Disadvantaged	STAAR	21	23	No Data	26	
English Learners	STAAR	11	33	No Data	36		

2020-21 Campus and Targeted Improvement Plan Checklist: Cunningham (113)

Indicator	Data Source	2017-18	2018-19	2019-20	2020-21 Goal	Notes
Domain 3 Reading Academic Achievement targets missed	STAAR	All, Hisp, White, ECD	Hisp	No Data	none	Required if any targets missed in 2018-19. Excludes Continuously Enrolled and Not Continuously Enrolled student groups.
Domain 3 Math Academic Achievement targets missed	STAAR	All, Hisp, White, ECD	All, Hisp, White, ECD	No Data	none	
Domain 3 Reading Growth targets missed	STAAR	none	White	No Data	none	
Domain 3 Math Growth targets missed	STAAR	none	All, Hisp, White, ECD	No Data	none	
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	52	32	No Data	>36	Required if < 36
2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.						
Campus SEL implementation survey score	SEL Survey	40	61	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	4.4	5.7	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	1.1	3.4	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect My classmates show respect to each other My classmates show respect to others who are different	Student Climate Survey	NA	81	81	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	6	0	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Out of Compliance	Exemplary	Out of Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

(continued on next page)

2020-21 Campus and Targeted Improvement Plan Checklist: Cunningham (113)

The following data points are not required to be addressed in the plan.

It is recommended that the data be reviewed as part of the Comprehensive Needs Assessment.

Indicator	Data Source	2017-18	2018-19	2019-20
Teachers at this school trust the principal to make sound professional decisions about instruction.	TELL	61	56.000000000000007	61
Principal Leadership (% favorable responses)*	TELL	64	72	76
There is an atmosphere of mutual trust and respect.	TELL	58	50	60
The faculty and leadership have a shared vision.	TELL	37	74	76
Overall, my school is a good place to work and learn.	TELL	77	83	71
I participate with a group of my colleagues to analyze student performance data (% agree/strongly agree)	TELL	NA	NA	95
I participate with a group of my colleagues to plan lessons and units together. (% agree/strongly agree)	TELL	NA	NA	65
I participate with a group of my colleagues to set learning goals for groups of students. (% at least once a month)	TELL	NA	NA	70
How often does your department discuss assessment data for individual students? (% at least once a month)	TELL	NA	NA	60
How often does your department discuss your department/team's professional development needs and goals? (% at least once a month)	TELL	NA	NA	60
Teachers have an appropriate level of influence on decision making in this school.	TELL	NA	NA	75
Teachers are satisfied with the amount of autonomy and control they have over their classroom in this school.	TELL	NA	NA	53
Teachers are relied upon to make decisions about educational issues.	TELL	NA	NA	70
I feel safe at my school.	Student Climate Survey	86	88	89
Behavioral Environment subscale (% favorable responses)*	Student Climate Survey	70	75	80
Managing Student Conduct subscale (% favorable responses)*	TELL	83	62	59
Students at this school follow rules of conduct.	TELL	34	46	38
Attendance rate (all students, grades 1-12)	PEIMS	95.3%	95.8%	As of 3/12/20: 94.2%
Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift – improvement from BOY to EOY	MIS Webmenu	BMI =3%, Cardio =3%, Curl Ups =3%, Push Ups =1%, Sit & Reach =-8%, Trunk Lift =1%	BMI =5%, Cardio =15%, Curl Ups =30%, Push Ups =14%, Sit & Reach =8%, Trunk Lift =10%	No Data

*Subscale items have changed since 2018-19.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

TELL Survey Data Points

- The faculty and leadership have a shared vision increased from 37% (2017-18) to 76% (2019 - 20).
- Percent of participants approving of overall Principal Leadership increased from 64% (2017-2018) to 76% (2019-20).

School Culture and Climate Weaknesses

TELL Survey Data Point

- The teachers at this school trust the Principal to make sound professional decisions about instruction is 61%

School Culture and Climate Needs

Staff needs to see the Principal as the Instructional Leader at the campus.

School Culture and Climate Summary

Principal will work with the instructional staff in the areas of reading, writing, and math instruction to demonstrate that she is knowledgeable in these areas, build teacher instructional capacity, and model her knowledge of high-quality instructional practices.

Cunningham Elementary School

Goal 1. (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Leadership team and other stakeholders will provide monthly morale boosters for staff throughout the school year to help increase high-quality teacher retention.</p> <p>October - Donuts, Boxed Lunches, The Great Pumpkin Challenge</p> <p>November - Dessert-Off, Friday Floats, Coffee Bar, Thankful Thoughts Bulletin Board</p> <p>December - Breakfast, The Great Gingerbread Challenge</p> <p>January - TBD</p> <p>February - Self-Care Bingo</p> <p>March - Game of Peeps</p> <p>April - Lawn Games</p> <p>May - EOY Celebration (Target Group: All)</p> <p>(Strategic Priorities: 1)</p>	<p>Administrative Team, Administrators, Counselor</p>	<p>Ongoing , Monthly</p>		<p>Criteria: Photographs from Morale Boosting activities</p> <p>05/25/21 - Completed (S)</p> <p>03/30/21 - On Track</p> <p>01/04/21 - On Track</p>

Cunningham Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop lesson planning protocol and have teams attend weekly planning sessions (Thursdays with Principal) to provide support. (Target Group: All,H,W,AA,ECD,ESL,SPED,GT,2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	Principal, Teachers	October 1, 2020 & Weekly		Criteria: Video recordings of team meetings to show evidence of teachers having more focused and intentional planning, student work and data review, and planning for re-teach and intervention. 05/25/21 - Significant Progress (S) 03/01/21 - On Track 01/04/21 - Significant Progress
2. Create lesson plans with key elements and submit weekly. (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	Instructional Team, Teacher Leaders	Quarterly - ongoing		Criteria: Submission of lesson plans and video recordings of team meetings. 03/30/21 - Discontinued 03/01/21 - Significant Progress 01/04/21 - Some Progress
3. Meet with Grades 2 - 5 weekly to review lesson plans for the coming week, talk through questions, and review common assessments. (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)	Leadership Team, Principal	Weekly		Criteria: Copy of Protocol Meeting Schedule 06/04/21 - Significant Progress (S) 03/01/21 - On Track 01/04/21 - Significant Progress

Cunningham Elementary School

Goal 2. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create grade level TEKS-aligned assessments and utilize data analysis protocols to plan for responsive teaching for all students by student groups (Hispanic, African American, EL, SpEd, and White). (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	Administrative Team, Principal	November 15, 2020		Criteria: TEKS-aligned assessments Data Analysis Sheets Grade level spreadsheets 06/04/21 - Significant Progress 03/30/21 - Significant Progress 01/04/21 - Some Progress
2. Analyze grade level data walls to monitor student performance and help teachers develop plan for response. (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 4)	Admin, Instructional Team, Teacher Leaders	Quarterly - Ongoing		Criteria: Grade level Data Spreadsheets Data Session Agendas, Minutes from meeting 06/04/21 - Significant Progress 03/22/21 - On Track 01/04/21 - Some Progress
3. Plan for corrective reteach for students based on performance less than 80% on the assessment. (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	Instructional Specialists/Coaches, Teachers	Quarterly - Ongoing		Criteria: DASH plan for Action (pg. 2) 06/04/21 - Significant Progress 03/22/21 - On Track 01/04/21 - No Progress
4. Establish protected time in master schedule/calendar to include collaborative planning time during the instructional day for grade 2 - 5. (Target Group: 2nd,3rd,4th,5th) (Strategic Priorities: 1,2,4)	Principal	Ongoing		Criteria: Master Schedule 06/04/21 - Completed 01/04/21 - Completed

SY 20-21 CIP Developers List

Name	Position
Petruzzini, Heather	Principal
Rodriguez, Roxanna	Assistant Principal
Zettl, Erika	CALT & CAC Co-Chair
O'Connor, Marisa	Counselor
Alvirez, Mary	Executive Director
Marks, Michael	Parent CAC Co-Chair

Results for MOY (STAAR Released) Assessments

Subject	Perf. Level	TIP Student Data Tab
Reading	% App	58%
	%Meets	25%
	%Mst	15%
Math	% App	51%
	%Meets	24%
	%Mst	13%
Science	% App	31%
	%Meets	20%
	%Mst	6%
Social Studies	% App	0%
	%Meets	0%
	%Mst	0%
Writing	% App	35%
	%Meets	12%
	%Mst	5%

Domain 1 Estimator

Total Approaches	Total Meets	Total Masters	DOMAIN 1 Raw Score
50%	22%	12%	28

Subject	ALL Students				African American				# Tests
	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters	
Reading	129	58%	25%	15%	11	18%	9%	9%	67
Math	130	51%	24%	13%	11	18%	9%	9%	69
Science	35	31%	20%	6%	*				21
Social Stu.									
Writing	43	35%	12%	5%	6	17%	0%	0%	23

Instructions

Input data from performance reports into the cells above

Hispanic			White				EcD		
APP	Meets	Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets
46%	16%	3%	41	88%	44%	34%	75	47%	21%
48%	16%	7%	40	68%	43%	28%	75	41%	13%
19%	10%	5%	11	64%	45%	9%	22	27%	14%
22%	4%	0%	10	60%	30%	10%	21	14%	10%

	LEP				SPED			
Masters	# Tests	APP	Meets	Masters	# Tests	APP	Meets	Masters
12%	19	47%	5%	0%	30	40%	17%	3%
8%	20	35%	5%	0%	30	33%	10%	7%
5%	5	20%	20%	20%	8	38%	13%	13%
5%	6	17%	17%	17%	11	9%	9%	0%

