

CUNNINGHAM EL

Cunningham Elementary

2022/2023

#Better Together



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CUNNINGHAM EL

Mission

At Mary E. Cunningham Elementary, our students will be educated using culturally proficient practices to reach their full social, emotional, and academic potential. We will foster creative lifelong learners who engage in creative thinking throughout their lifetime.

Vision

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

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*
 - ~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*

Nondiscrimination Notice

CUNNINGHAM EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here: Our demographics represent our neighborhood. Many families choose to transfer to Cunningham Elementary which further increases our student diversity.

Demographics Weaknesses

List areas you would like to grow here: We would like to ensure that students in our attendance zone are choosing Cunningham Elementary as their neighborhood school.

Demographics Summary

- 1.) In 2021-22, 5% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 3.75% of the students receiving Special Education services had one or more discipline events.

We plan to address the overall % of disciplinary actions among our African American/Black student population and Special Education population by continuing our work in CPI and SEL professional development opportunities and discussions in our PLC meetings. To remain proactive in the area of discipline disparities, we will continue to grow, with intentionality, in our professional learning as it relates to students receiving Special Education services (ex: restorative practices, Zones of Regulation, etc).

Student Achievement

Student Achievement Strengths

Campus strengths: Overall, students made academic progress and our campus received an "A" with distinctions in the following areas:

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

- Academic Achievement in English/Language Arts
- Academic Achievement in Math
- Academic Achievement in Science
- Top 25% Comparative Academic Growth
- Postsecondary Readiness
- Top 25% Comparative Closing the Gaps

Student Achievement Weaknesses

Areas our campus would like to grow:

- Increase student percentage **achieving** "Meets" and "Masters" in each content area and student group.

Student Achievement Summary

Looking at the trends observed in mastery (% MEETS) for the students at Cunningham from historically underserved student groups including African American students and Hispanic students, there are discrepancies when compared the White students. For instance, 27% of our African American students and 55% of our Hispanic students scored as MEETS grade level expectations in READING whereas 72% of our White students scored as MEETS. In MATH, 18% of our African American students and 40% of our Hispanic students scored as MEETS grade level expectations whereas 58% of our White students scored as MEETS.

When looking at MAP Growth trends as it relates to mastery, we observed the following trends: in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

In reading BOY 2021, we saw the following trends -

- 80% of our 2nd grade students performed at below average
- When looking at our Hispanic students in Kindergarten, 23% performed below average, in 1st grade 41% performed below average, 2nd and 3rd grade, 68% performed below average; 4th grade 48% performed below average, 5th grade 44% performed below average.

In reading EOY 2022, we saw the following trends -

- When looking at our Hispanic students in 3rd grade, 26% achieved mastery; 4th grade 8% achieved mastery, 5th grade 26% achieved mastery.

In math BOY 2021, we saw the following trends -

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

- 80% of our African American 2nd grade students performed at below average
- When looking at our Hispanic students in Kindergarten, 33% performed below average, in 1st grade 63% performed below average, in 2nd 67% performed below average, 3rd grade 71% performed below average; 4th grade 63% performed below average, 5th grade 55% performed below average.

In math EOY 2022, we saw the following trends -

- When looking at our Hispanic students in 3rd grade, 10% achieved mastery; 4th grade 8% achieved mastery, 5th grade 16% achieved mastery. In 3rd grade math, we had 0% of African American students achieving mastery.

When looking at TELPAS data across grade levels, we notice student are making progress from "beginner" level to "advance high" while enrolled at Cunningham through their elementary school experience.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here: The Panorama Climate and Culture survey indicates that 92% of staff responded favorably to "all staff at my school work hard to answer my questions and help me find solutions" and " 96% of staff responded favorably to "adults at my school are welcoming to ALL students."

School Culture and Climate Weaknesses

List areas you would like to grow here: The Panorama Climate and Culture survey indicates that only 43% of staff responded favorably to "How much do you matter to others at your school" and 29% of staff responded favorably to "How relevant have your professional development opportunities been to the content that you teach?"

School Culture and Climate Summary

In 2021-22, using the CSH list, 1 of the 11 areas did not reach 70% implementation. The area that did not reach the desired level of implementation was "Health Education."

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

To achieve our goal of implementation, we will be more deliberate to ensure that students will be taught the Human Sexuality and Responsibility lessons with parent permission. Teachers will follow the district health curriculum.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here: The results on the Panorama Staff and Teacher Climate Survey indicated that 68% of staff responded favorably that "overall, how supportive has the school been of your growth as a teacher?"

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here: Belonging, Professional Learning, and School Leadership were listed as relative low response areas.

Staff Quality, Recruitment and Retention Summary

Looking at the staff climate survey from 2021-22, there were several relative strengths to include

- 96%: Adults at my school are welcoming to ALL students.
- 96%: How often do you think about what colleagues of different races, ethnicities, or culture experience.
- 93%: At your school, how often are you encouraged to think more deeply about race-related topics.

There are several area(s) that we will focus on strengthening this school year. These include

- 43%: How much do you matter to others at your school?
- 46% How positive are the attitudes of your colleagues?
- 56%: Overall, how positive is the working environment at your school?

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

The strategies that we will implement to strengthen the employee experience:

- increase communication through weekly family and staff newsletters
- celebrate success and challenges (both personally and professionally)
- give frequent surveys to gauge staff satisfaction so that we can make adjustments as needed
- employ active listening strategies and encourage all staff to bring their authentic selves to work

Our priorities as it relates to customer service is to foster a sense of inclusivity, belonging, and sustainability.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here: We have small grade level teams that opportunities for close alignment and student support. We have both experienced teachers that offer expertise and teachers that are new to the field that offer fresh perspectives.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here: We have gaps in performance of some student groups.

Curriculum, Instruction and Assessment Summary

Based on the 21-22 GT CAMP, 2 of the 5 areas were out of compliance. In 2022-22 two of the areas out of compliance will have a strategy associated in my new CIP/TIP plan. The areas that need attention are: 1) student assessment; and 2) curriculum and instruction

We ensure GT and high-ability students are scheduled correctly using cluster grouping by filtering students when class lists are made. We communicate with all families about GT and/or advanced learning opportunities in our weekly newsletter. We support a culture that provides advanced learning opportunities to all students by planning for individual needs in a way that challenges students in meaningful and creative ways.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Our campus identifies and addresses the linguistic needs of students by giving assessments, providing language supports, and monitoring student progress. We provide strategies such as Total Language Response and XX to support the varying linguistic needs of our students. We monitor language acquisition through teacher observation, anecdotal records, student talk in the classroom, and writing opportunities. Our campus welcome families and students that are new to the country in a variety of ways to include individual meetings with our PSS.

Our campus systematically ensures that every student in every classroom experiences the benefits of...

- 1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly) through professional learning and discussions.
- 2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year) through programming such as PEAS/culinary arts.
- 3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here: We have some parents and volunteers that are eager to support our schools and partner with staff in meaningful ways.

Family and Community Involvement Weaknesses

List areas you would like to grow here: We want to help families reconnect with the school. We have some parents that have not been in our building for over 2 years.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Family and Community Engagement- AISD

Cunningham Elementary has strong ties with families and the community. We want to work to deepen those relationships and reach more families and community partners to strengthen our school.

We would like to focus on strengthening our family engagement this school year (22-23) in a variety of areas based on CSH, TELL Survey, and parent interviews. We plan to increase communication through weekly classroom and school newsletters.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure all classroom teachers have identified a specific time to teach Health Education and Human Sexuality and Responsibility. (Title I SW Elements: 2.5) (Target Group: All)	Administrators	Fall Semester		Criteria: Documentation of the agreed upon dates in which the curriculum will be taught in each grade level.
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, weekly newsletters, websites, and family nights. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All)	Administrators, CATCH Team	1st nine weeks; ongoing		Criteria: Newsletters, meeting agendas, updated website, assemblies
3. Identify campus health and wellness needs and collaborate with the PEAS farm and kitchen to ensure lessons with a healthy mind and body focus. (Title I SW Elements: 1.1,2.1) (Target Group: All)	CATCH Team	August 2022; ongoing		Criteria: Weekly Kitchen/Farm lesson plans and activities.

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Objective 2. (Social and Emotional School Climate) SMART Goal: By the end of SY 22-23, the campus will participate in the implementation of the 3 signature SEL practices outlined to ensure a foundation of inclusivity and equity for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage the campus community in No Place for Hate activities annually. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All)	SEL Campus Coordinator, SEL Committee	designated months		Criteria: 3 NPFH Activities submitted and completed by deadline.
2. Work with the SEL and CP&I specialist to determine professional development needs for the school year to ensure culturally proficient teachers and staff; positive relationships with in our staff and for students peer-to peer; and support students' cultural, race, and language identities. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All)	Administrators, College and Career Center Advisor, Parent Support Specialist, SEL Campus Coordinator	2nd nine weeks; ongoing		Criteria: Professional learning plan and implementation.
3. Promote SEL and CP&I via multiple methods of communication: newsletters to staff and families, bulletin boards; in assemblies. (Title I SW Elements: 2.1,2.3,3.2) (Target Group: All)	Administrators, Counselor, Parent Support Specialist	September 2022; ongoing		Criteria: Shared strategies, articles, and/or announcements in newsletters (parent and staff) or at assemblies.

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Objective 3. (Community Engagement) SMART Goal: By the end of the SY 22-23, the campus will achieve at least 70% (acceptable) rating in Community Engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will hold regular Campus Advisory Council meetings. Ensure parent representation on the CAC. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All)	Administrators, CAC Members	Ongoing		Criteria: Meeting agendas and minutes from meetings held; membership list.
2. Keep CAC meeting minutes available and accessible upon request. (Title I SW Elements: 2.1) (Target Group: All)	Administrators	Ongoing		Criteria: Meeting minutes are provided within 24 hours of request.
3. Have a standing CAC agenda item for reports from members from other district-wide committees. (Title I SW Elements: 2.1) (Target Group: All)	Administrators	Ongoing		Criteria: Meeting agendas.

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Objective 4. (Family Engagement) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% on the Family Engagement component of Coordinated School Health.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Share No Place for Hate activities with families to connect the learning at school and at home. (Title I SW Elements: 2.3,2.5) (Target Group: All)	Counselor, Parent Support Specialist	Ongoing		Criteria: Family newsletters and agendas for PTA and other parent meetings.
2. The principal will increase school communication by having weekly family newsletters. (Title I SW Elements: 2.2,2.3) (Target Group: All)	Administrators	Weekly		Criteria: Evidence of weekly newsletters sent home to families.
3. Invite families to the Academic Showcase. (Title I SW Elements: 2.3,2.5) (Target Group: All)	Campus Leadership Team, General Ed and Sped Teachers	March		Criteria: Activities and student work provided at the showcase.

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Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.3) During our weekly PLC time, 100% of our teachers will engage in effective problem solving as it relates to being proactive and responsive to student needs by utilizing the strategies gained through professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a campus-wide approach to problem-solving student needs using language that is strengths-focused and communicates an affirmative/asset-based lens so that each child can gain access to academic, social, and emotional success. (Target Group: All)	Administrators, Counselor, Teachers	1st nine weeks; ongoing		Criteria: Positive, asset-based language used amongst staff members.
2. Increase teacher-parent communication to include behavioral strategies and techniques. (Target Group: All)	Administrators, Counselor, Teachers	1st nine weeks; ongoing		Criteria: Evidence of newsletters - both from the school and classroom; Schoolmessenger. Bulletin boards. Items in take-home folder.
3. Teachers will complete at least three hours of professional learning in positive behavior support such as the Neurosequential Model in Education (NME). (Target Group: All)	Administrators, Teachers	1st nine weeks; ongoing		Criteria: Professional development agendas and sign-in sheets.

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with SEL/CP & I Specialists and committee to ensure a joyful, safe and academically rigorous environment. (Title I SW Elements: 2.2,2.5) (Target Group: All)	Administrators, Campus Leadership Team, Counselor, Office Staff, Teachers	Ongoing		Criteria: Criteria: Notes from committee meetings; results from TELL survey.
2. Provide tours to bring in community and highlight successes and strengths and assist parents with questions about enrollment, transfer process, etc. (Title I SW Elements: 2.6) (Target Group: All)	Administrators, Parent Support Specialist	Ongoing		Criteria: Calendar of provided school tours given by staff.
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 2.2) (Target Group: All)	Administrators, Parent Support Specialist, Registrar	3rd nine weeks		Criteria: Monthly goals and documentation of registration outreach (newsletters, tours, PTA events).

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the communication section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (Title I SW Elements: 2.1,2.2) (Target Group: All)	Academic Leadership Team, Administrators, Counselor, Office Staff, PTA, Teachers	1st nine weeks; ongoing		Criteria: Weekly parent newsletter; documentation of SchoolMessenger communication; parent information sessions; Principal Coffees; standards of communication for campus.
2. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Title I SW Elements: 2.2) (Target Group: All)	Administrators, Office Staff, Team Leaders	1st nine weeks; ongoing		Criteria: Expectations for communication standards; team leader agenda.
3. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Title I SW Elements: 1.1,3.1) (Target Group: All)	Administrators, Counselor, Instructional Coaches, Office Staff	1st nine weeks; ongoing		Criteria: Evidence of CARES Customer Service Standards implementation throughout the campus.

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Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

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Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

CUNNINGHAM EL Site Base

Name	Position
Foss, Stacy	Principal
Graham, Sherry	Special Education Teacher; Co-chair
Treinies, Iris	Staff
Dupont, David	Parent Co-chair
King, Carrie	Parent
Espiritu, Sarah	Parent
Nutt, Rendi	Parent
de Alcala, Melissa	Staff
Avila, Katie	Staff
Castro, Diana	Parent
Ruff, Margaret	Special Education Teacher

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	80				86
Grade	B	--	--	--	B

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				94
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	86				86
Grade	B	--	--	--	B

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	72				75
STAAR Performance Meets	55				60
STAAR Performance Masters	32				35
STAAR Performance Raw Score	53				57
STAAR Performance Scaled Score	80				86

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	88				90
Academic Growth Scaled Score	93				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	60.8	60.8	60.8	60.8	60.8
Economically Disadvantaged % Grouping	60.1 to 61	60.1 to 61	60.1 to 61	60.1 to 61	60.1 to 61
Relative Performance Raw Score	53				57
Relative Performance Scaled Score	84				87
Relative Performance Grade	B	--	--	--	B

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	9	out of 12	2022 Values:	8	out of 8
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	9	out of 12	2023 Goals:	8	out of 8

Instructions:
 1.) Click on the campus name below to select your campus from the drop-down menu.
 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

OVERALL SCORE AND GRADE					
	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	91				92
Grade	A	--	--	--	A

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	8	out of 9
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	8	out of 9

Campus Name: **Cunningham**
 Campus Number: **227901113**

Template by Campus & District Accountability



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. *(Sign and attach Principal Attestation Form)*
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach copy of the Parent/Family Engagement Policy on your campus stationary)*
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include meeting notice, agenda, sign in sheets, and meeting notes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation of at least 2 sample communications in languages other than English)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. *(Attach documentation: agendas, sign in sheets, minutes and/or records of meetings)*
- Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. *(Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. Homeless and Foster Care Documentation *(Attach completed Attachment #9; Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP Developers is completed and/or entered in PlanWorks)*

By signing this form, I am confirming that these Title I Compliance Requirements have been met, as verified by the attached documentation. *(Upload ALL documents in PlanWorks)*

Cunningham
Campus Name

[Signature]
Principal's Signature

10-31-22
Date

Attachment #1:

Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals.

Attach copies of the following documentation:

- ✓ **Sign and attach the following Principal Attestation Form**

Title I Principal Attestation Compliance with P.L. 107-110, Section 1119(i) Qualifications for Teachers and Paraprofessionals

Name of Campus: Cunningham Org # 113

Name of District: Austin ISD

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2022-2023.

YES NO

✓	___	1. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance with technology; (4) conduct family engagement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
✓	___	2. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
✓	___	3. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
✓	___	4. A list of <i>Homeless and Foster care Students and Services</i> is maintained and updated quarterly. ALL Title I School campuses are required to post information on their website regarding local services and program that assist homeless students. (Contact Project HELP for assistance – 512-414-3690.)
✓	___	5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) Time and Effort Reports to the State & Federal Office.

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2022 and the final one in May 2023.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	7. Copies of this Attestation are maintained at the campus and will be made available upon request. <u>The campus maintains ALL files for five years.</u>

Printed Name of Campus Cunningham

Signature of Principal *Stacy Foss*

Date 10-31-22

Typed/Printed Name of Principal Stacy Foss

SAFA Initials & Date

Attachment #10:

CIP Developer Page


Attach copies of the following documentation:

- ✓ **Completed and signed CIP Developers or indication that information has been entered directly into PlanWorks**

Austin ISD
State, Federal, Private Accountability Office
Campus Improvement Plan (CIP) Developer's List

Campus Name Cunningham Org# 113

Instructions: List the name & position of the developers of the 2022-2023 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. Foss	Stacy	principal
2. Treinies	Mrs	teacher
3. Ruff	Margaret	teacher
4. de Alcala	Melissa	teacher
5. Graham	Shemie	teacher
6. King	Carrie	parent
7. Dupont	David	parent
8. Espintu	Sarah	parent
9. Rendi	NH	parent
10. Castro	Rosal Brana	parent
Stacy Foss		10-31-22
Printed name		Date
Signature 		

07/25/2022