

Galena Park Independent School District
Cunningham Middle School
Campus Improvement Plan

2013-2014

Section 1- Introduction

1. School: W.C. Cunningham Middle School
2. Location: 14110 Wallisville Road
Houston, Texas 77049
3. Budget Manager: Justin May
4. Current School Advisory Team Members & Position:
Justin May – Principal
Natalie Garrett –Principal
Barika Blackmon – Assistant Principal
Jaime Rocha – Assistant Principal
Sandra Salge – ELA
Cathy Warner – Electives
Isiah Johnson – SPED
Windy Lane – SPED
Loiselle Tejada – Math
Tara Thompson – Math
Caronda Williams – Science
Thomas Fuentes- Science
Britini Anderson– Social Studies
Dennis Dietz – Social Studies
Stefani Bush – Central Office
Debra Canady– Parent and Business

5. Campus Mission/Vision Statement:

Motto: *Building Our Future Together*

Mission: To create a safe, college-focused learning environment that emphasizes *Maximum Student Learning*.

Section 2 - Comprehensive Needs Assessment

1. Where We Have Been:

A. History of Campus and Important Changes

Located in the heart of the North Channel area in Greater East Harris County, along the magnificent Houston Ship Channel, and just 15 minutes away from downtown Houston, Texas, is W.C. Cunningham Middle School. In 1979, the G.P.I.S.D. district formulated plans for a new middle school and construction began. The W.C. Cunningham Middle School, opened on the 29th of August 1982.

With pride, the school was named after a former G.P.I.S.D. superintendent, Mr. W.C. Cunningham. Mr. Cunningham was not only known in the field of education but also as an oilman. His relationship with the oil fields of West Texas and Oklahoma gained him the nickname of Wildcatter. When the school was looking for an appropriate mascot, there was only one animal of choice—the *Wildcat*. Thus, we became the *Cunningham Winning Wildcats*.

In 1982, Dr. James E. Davis became our first principal with Ms. Corliss Rogers, as assistant principal. The campus was comprised of grades six thru eight. The student enrollment was 350 with a professional staff of 43. Today four of the original staff are still teachers at Cunningham: Mr. Burchard, band; Ms. Fuller, choir; Mr. Merrell, technology; and Mrs. Warner, physical education teacher.

In 1988, Ms. Corliss Rogers was named principal. During her leadership, CMS students hosted the 1995 Regional Gulf Coast East Odyssey of the Mind Tournament and received numerous awards of Recognition for the Wildcat Band, Choir and Athletic programs. Staff members won the District's Teacher of the Year in 1994 and the District's Rookie Teacher of the Year in 1994 and 1995. Ms. Rogers

implemented the Annual Graduating Senior Reception held each year in May for all former CMS Wildcat students. This tradition is one of the highlights of former CMS students even today.

During our renovation in 1992, our school grew considerably. We added a new gym, band room, a Multi-purpose room, a choir room and twenty-eight more classrooms. In addition, we expanded our cafeteria, office suite, library and clinic.

In 1997, Dr. Angi Williams assumed the role of principal. CMS won at the UIL Math/Science State Tournament in 1998 and hosted the Regional Pentathlon Tournament in 1998. We received Grants from the G.P.I.S.D. Educational Foundation, as well as being the home of the District Secondary Rookie Teacher of the Year in 1998, and the District's Nurse of the Year in 1998. Through hard work, determination, teamwork and commitment to excellence, Cunningham was the first secondary school in the district to earn the Texas Education Agency academic rating of EXEMPLARY in 1998, helping make G.P.I.S.D. a RECOGNIZED SCHOOL DISTRICT for the first time! In 1999 under the direction of Colonel James Beesley, Cunningham was the first middle school in the district to establish a Leadership Officers Training Core. By 1999, our enrollment had risen to 1250 students and 90 professional staff members.

In 1999, Mr. John Moore, our assistant principal, assumed the position of principal for Cunningham. Mr. Moore served as principal for grades six thru eighth. In 1999, the enrollment was 399 sixth graders, 415 seventh graders and 448 eighth graders for a total of 1,262. There were 140 staff members. The following year the campus was split and the sixth graders moved to the new campus. In 2001, our student enrollment without the sixth grade dropped to 865 with 110 staff members.

C.M.S. received the T.E.A. Exemplary Rating in 1999 and 2001 and the T.E.A. Recognized Rating in 2000, 2002, 2004, and 2006. We also received the Award for Academic Excellence in 2001 and 2003.

Mr. Thad Gittens, our assistant principal, became principal of Cunningham in 2004. Students and staff participated in extracurricular activities including: Student Council, Honor Society, Fellowship of Christian Athletes, Peer Assistance and Leadership, Royal Ladies of Distinction, Men of Distinction, Math & Science Club, Pentathlon, Sapphires, T.S.A. (Technology Students Association) and L.O.T.C. Our band, choir and athletic programs excelled. The music

department has received First Division Superior Ratings, UIL Sweepstakes and various awards over the years.

Mr. Billy Foster came to CMS in 2007 from North Shore High School. Under his leadership, W.C. Cunningham realized tremendous achievement gains and received the TEA rating of "Recognized" for 2007-2008 and 2008-2009 before posting an "Exemplary" rating for the 2009-2010 school year. The 2010-2011 school year saw a "Recognized" rating as well.

In 2011, our assistant principal for the last four years, Mr. Justin May, was named principal. This year was a year of transition for our campus. For the first time, students across the state, and educators alike, participated in the much anticipated STAAR assessment. Heightened levels of difficulty and an increased focus on critical thinking required a number of strategic, instructional adjustments. Additionally, a large-scale renovation project provided many challenges, as thirty portable classrooms were brought in to house seventh grade classes and electives outside, while the inside of the building underwent construction. In spite of all these transitional accommodations, our staff and students posted solid state assessment results as the academic tradition and collaborative school climate of our campus remained consistent.

As the 2012-2013 school year begins, the final touches on Cunningham's facelift will be completed. It is fitting that this comes as we celebrate the thirtieth year of our school's opening. Because of the support of our school board, superintendent, and host of other partnerships, CMS will open with many facility upgrades and accommodations which will afford our students the opportunity to work and learn in a comfortable, facilitative environment.

In the years to come, our campus will continue to promote the W.C. Cunningham Wildcat philosophy of *Maximum Student Learning*. Everyone at CMS is committed to living up to our name: "A Caring Middle School." We are delighted to be a part of this special anniversary, but are also mindful to use this milestone as an opportunity for reflection and strategic planning for the future. We are proud our school has achieved so many great things through the years, but today, our team is committed to working to insure that our best days are ahead of us. Our theme for the 2012-2013 is "*Built to Last: 30 Years and Counting.*"

For the 2013-2014 school year, we are developing a new schedule to ensure the success of our students. We look forward to

starting the year stronger than ever and leading our students to success.

B. Attendance/Dropout/ Completion Rate, College Readiness Data

Attendance:	
2011 -12	95.9%
2010-11	95.6%
Dropout:	
2010-2011	0.7%

C. AYP History

AYP for 2011 – Met AYP
AYP for 2012- Missed AYP
AYP for 2013- Met AYO

D. TAKS/STAAR Demographic Data for Campus and Feeder Grade

	Read	Math	Science	Social Studies
<u>2012</u>	74%	81%	75%	47%
<u>2011</u>	91%	87%	83%	97%

2. Where We Are Now:

Cunningham Middle School Comprehensive Needs Assessment

School Profile

Cunningham Middle School is one of 23 campuses in Galena Park Independent School District. Cunningham Middle School opened its doors in 1982 and serves predominantly middle to low income families.

Cunningham Middle School serves 906 students in grades seven to grade eight. Five years ago, 888 students were served by the campus, which in an increase of 1.02%. Cunningham is a departmentalized school set up by teams. Each team includes core teachers who work together to ensure the success of the students on their teams.

The student population is 38% African-American, 4.52% Anglo, .7% Asian, 55.5% Hispanic, 51.6% male and 47.9% female with a low socioeconomic status of 79.96%. The staff population is 56.8% African-American, 28% Anglo, 2.9% Asian, 6.4% Hispanic, 30.9% male and 69.1%

female with an average of 10 years of experience. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 16.8%, with a drop-out rate of 0.7%. The average daily attendance rate for students is 95.6%. The average daily attendance rate for staff is 97%. There is a total of 4163 discipline referrals this year, which is an increase of 1.01% from last year.

Cunningham Middle School serves 105 English Language Learner students, 70 students in the Gifted and Talented program (62.8% males, 37.14% females, and 1% LEP), 58 students identified for 504 services, 8 of RtI Tier I students, 38 of Tier II students, 8 of Tier III students, 97 students served through special education services (10.7%) and 1 student tested, but not qualified for special education services.

Survey Data

Category	# Part	1	2	3	4	5
Best time to attend school meetings	492	32% Morning	23% Afternoon	46% Evening		
Best day of week to attend meetings	1014	17% Mon	19% Tues	19% Wed	17% Thurs	16% Fri
What would help you attend more meetings	562	7% Childcare	38% Time of Mtg	15% Interst. Topic	6% Transp	45% Advance Notice
I am interested with classes that help my child with _____	42% Math	19% Science	19% Writing	20% Reading		

Special Programs

The Cunningham Title I program provides for parent involvement activities, extended day tutorials in core subject areas, supplemental Saturday School Program and Saturday School Tutorials, a stipend for a PALS sponsor, and AVID instructional specialist, supplemental retired-teacher reading support, and a supplemental math teacher. Title II provides a Secondary Instructional Specialist for our campus.

Our State Compensatory Program (SCE) consists of a READ 180 teacher and lab to assist students with reading skills acquisition, STAAR preparation extended day, weekly tutorials in content areas, a Technology Instructional Specialist, and a supplemental math teacher.

An ESL teacher and classroom support is provided. Through CTE, CMS offers our students classes in Career Portals – Human Services, Architecture and Construction, and Career Portals AV Technology, as well as Computer Applications classes.

In September of 2012, CMS implemented a program entitled The Power of ICU. This program informs teachers how to revive student accountability and responsibility in class and sends direct information of missing assignments to parents.

3. Where We Are Going:

A. Comprehensive Needs Assessment Process

The site-based decision-making team met as a group and to evaluate 2012-2013 benchmarks and STAAR data. The committee evaluated and discussed college readiness programs, ESL programs, Special Ed, systems, budget allocations, STAAR performance, EOC, Pre-AP, scheduling, as well as campus leadership. Data from STAAR, district assessments, benchmarks, and results from surveys on after-school scheduling, dress code, master schedule, campus strengths and weaknesses were examined. The goals for the year were accepted and approved by the site-based committee members. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs which are listed on the following page. According to benchmark data, the rigors of the new STAAR aligned and formatted testing items exposed weaknesses across the board. Identified areas of urgency are Special Education math and reading, algebra, science, social studies, and LEP.

Student Achievement:

Strengths: CMS students have a strong history of leading the district on state assessments. Student benchmark data shows some growth throughout the 2012-2013 school year in many reporting categories.

Needs: Although there has been growth in achievement, benchmark data reveals a need for a greater increase in the rate of improvement across the board, with a particular emphasis on Sped math and reading. While many reporting categories showed growth, data shows little progress in difficult reporting categories. Student involvement in extra-curricular teams, competitions, clubs, organizations, should increase. Students should win awards at a higher rate. We should also focus on more incentives for student achievement.

Instruction, Curriculum and Assessment:

Strengths: Curriculum, assessment, and TEKS are aligned. Assessment administration is organized, data is disaggregated and used in decision-making, and emergent needs are addressed. Cunningham is making strides in facilitating the instructional best practice. Supplemental instructional programs are in place and teams and teachers analyze data weekly to ensure the success of our students.

Needs: Students need more time on task, teachers need more technology resources and training. Cunningham needs more emphasis on Pre-Ap and EOC preparation, increased focus on reaching Sped and ELL populations, as well as utilizing RTI for the purpose of addressing student needs. Algebra curriculum and instruction adjustments need to be made to increase EOC success. Literacy and writing across the curriculum are areas of instructional emphasis.

Family and Community Involvement:

Strengths: Our campus had 100% PTA membership. Students were involved in community events, Cunningham won several PTA awards, and increased fundraising and parental support for campus activities.

Needs: We need to provide more opportunities for parents to get involved, and more student service activities. Student activity needs to impact the community. An increase in opportunities for school to get involved in the community would benefit the school and community.

Staff Quality:

Strengths: CMS has a large number of teacher-leaders. The staff takes pride in events, emphasizes operations, and frequently goes above and

beyond in reaching out to kids and taking ownership in their lives.

Cunningham staff members cultivate strong relationships with kids and regularly seek out and participate in trainings which allow them to learn new strategies.

Needs: Instructional strategies for Sped and LEP populations and staff development in higher level thinking strategies are needed. Teacher leadership in initiating instructional programs and programs for students is sometimes reluctant. Leadership capacity on campus should be utilized more and the use of low-yield instructional practices needs to decrease. Staff members should work on ways to not let minor infractions slow or remove students from instruction.

School Culture and Climate:

Strengths: CMS has rich tradition and strong relationships between teachers, staff is focused on customer service, and student-teacher relationships are meaningful. College-readiness activities increased and a college-going culture was emphasized. The superintendent's goal of "Lead, Learn, and Serve" is being implemented as a framework in our campus organizations. CMS offers a diverse range of groups and organizations.

Needs: Our campus needs more development in the area of collaborative communication, more involvement from reluctant teachers,

and more support for after-school activities. A culture of student celebration should continue to develop. UIL academic teams need to increase student participation. Success and college-readiness activities need to increase.

School Organization:

Strengths: CMS students are organized into teams which supports student movement and supervision being managed by strong systems.

Testing procedures and supplemental instructional program management systems are effective. Sweep systems, tutorials, pull-outs, and Saturday School programs all function at a high level.

Needs: Supplemental instructional programs and campus activities need further alignment in order to support further increase in student achievement.

Summary of Identified Needs and Related Strategies

B. Based on the Needs Assessment, the following goals and objectives have been approved for the 2013-2014 school year:

Campus/District Goals:

Goal 1: Cunningham Middle School will provide a safe and productive learning environment for students and employees. (District Goals 1 & 9)

- **Objective 1:** The campus will utilize a Campus Foundations Team to meet campus safety and discipline needs.
- **Objective 2:** Students will be safe from the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate, or control them while in a dating relationship.
- **Objective 3:** Students will be recognized for achievements throughout the year for grades, behavior, attendance, and accomplishments.
- **Objective 4:** Students will be aware of and actively participate in the “No Bullying” School campaign to ensure student safety for all.
- **Objective 5:** Cunningham will promote healthy eating habits and increase physical activity among children and adolescents to support Coordinated Approach to Child Health (CATCH)

Goal 2: Cunningham Middle School will provide opportunities and information to assist students in preparing for college and careers. (District Goal 2)

- **Objective 1:** The campus will insure that students take a college prep exam in grades 8-10 (ACT Explore in 8th Grade) at the district expense and share results with students and parents.
- **Objective 2:** The campus will insure that all students will be assisted in preparing for college and exploring careers.
- **Objective 3:** The campus will provide opportunities for students and parents to learn about career choices and college opportunities at the middle and elementary grades.

Goal 3: Cunningham Middle School will define and implement measures by which student success for all subgroups can be determined, relative to the tested, foundation areas of curriculum in mathematics, social studies, science, English/ Language Arts and Instructional Technology

- **Objective 1:** The campus will provide services to homeless and migrant students to ensure they are academically successful.
- **Objective 2:** Teachers will be provided with time and opportunities for training that meets the specific needs of the staff, students, and campus.

- **Objective 3:** The campus will provide opportunities for special populations to meet the standards for state assessments.
- **Objective 4:** The campus will provide pregnancy related services as needed

Goal 4: The campus will define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by the State of Texas Assessment of Academic Readiness (STAAR) assessment, which includes art, music, theater, dance and physical education. (District Goal 5)

- **Objective 1:** All students will have the opportunity to participate in enrichment activities

Goal 5: Cunningham Middle School will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate. (District Goals 7 &10)

- **Objective: 1:** The campus will continue to provide incentives and support to staff members in order to improve the school climate, strengthen instruction, and increase staff attendance.

Goal 6: Cunningham Middle School will improve counseling services. (District Goal 6)

- **Objective 1:** All counselors will meet with students and parents who are in danger of repeating a grade.
- **Objective 2:** The counselors will work closely with the Campus Administrative Team to identify students in need of assistance

Goal 7: Cunningham Middle School will increase parental involvement opportunities. (District Goal 8)

- **Objective 1:** A parent volunteer program will be in place to provide an atmosphere in which parents can participate in their child's educational programs.
- **Objective 2:** Post parental involvement opportunities on their campus web site and use the call-out system to inform parents of the parental involvement activities that are available.

Goal 8: Cunningham Middle School will implement strategies to meet Adequate Yearly Progress (AYP) standards. (District Goal 4)

- **Objective #1:** The campus will provide opportunities for special populations to meet the standards for state assessments.

Goal 9: Cunningham Middle School will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions. (District Goal 11)

- **Objective 1:** Teachers will be provided with time and opportunities for training that meets the specific needs of the staff, students and campus.

Goal 10: Cunningham Middle School will implement measures to maintain high staff morale and low teacher turnover rate. (District Goal 13)

- **Objective: 1:** Campus will engage in activities that build teams, celebrate team members, foster collaboration

- In order to increase collective staff ownership and involvement in the shared campus vision, as well as to increase leadership and teamwork, and increase student expectations, CMS will provide focused instructional leadership training through the Cunningham Leadership Team, mentorship activities, goal-setting activities, staff development activities to address rigor, and Instructional planning activities based on collaborative data analysis.
- Cunningham Middle School will reach out to our parents and local community by continuing to develop parent involvement activities through the counseling department, PTA membership, booster clubs, parent volunteer programs, and requiring student organizations to increase participation in community service projects. Students will be

recognized and celebrated for achievements. The CMS website will continue to be developed as an interactive means of communication with parents and the community.

- Improved student achievement, especially with respect to ELA and math, will remain a priority. Our campus will structure instructional services to provide remediation of these skills and acquire technology assets to be used to accelerate student learning. Our school will provide supplemental instructional activities to target areas of need and increase student participation in competitive academic activities, programs, and events.
- Our campus will promote college and career readiness activities through improved CTE, and College Prep classes, campus-wide activities and events, and activities initiated through the counseling department.
- In order to increase staff and student attendance, we will create committees to generate incentive ideas, assess specific areas of need, provide recognition, and supply feedback for implementing procedures for increasing attendance. Administration will work with Team Leader Department Chair Committee, and the Leadership Team to generate ways

to monitor, and maintain a positive, community-like environment on campus.