

Galena Park Independent School District
Cunningham Middle School
2021-2022 Comprehensive Needs Assessment

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 9, 2021

Mission Statement

“To provide students with a safe, student-centered instructional environment, characterized by rigorous, college/career-focused experiences that support life-long learning, critical thinking, and empowered leadership.”

Vision

W. C. Cunningham will be an academic center that strives to develop citizens with the skills, knowledge, and core values to lead and influence their communities.

Campus Profile

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, G.P.I.S.D. formulated plans for a new middle school and construction began. 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 1992, a new gym and 28 classrooms were added. In 2012 a major renovation project was completed.

Cunningham enjoys a strong tradition of academic excellence. In 1998 CMS was the first secondary school in Galena Park ISD to earn the “Exemplary” rating from TEA.” The school repeated this honor in 2001 and 2009. Additionally, it achieved a “Recognized” rating in 1999, 2002, 2003, 2006, 2008, 2009, and 2011. The campus met Adequate Yearly Progress in 2008, 2009, 2010, and 2011. From 2015-2019, The campus achieved a "Met Standard" rating on the TEA Accountability Index. Our student teams and organizations frequently achieve top honors in competition and are known for their quality 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, supplemental retired-teacher social studies support, and a supplemental social students teacher. Title I provides 3 Secondary Instructional Specialists for our campus; Math, ELAR, and Science.

Our State Compensatory Program (SCE) consists of a STAAR preparation Saturdays, weekly tutorials, and Saturday School sessions for content areas, a Technology Instructional Specialist, and an intervention Math/ELAR teacher. ESL teachers and classroom support are provided. Through CTE, CMS offers our students classes in Career Portals – Humanities, Data Entry, and Digital Design.

Over the past several years, the school has worked hard to improve in every content area through developing relationships with all stakeholders and providing more rigorous instruction that reflects in our student activities and testing results.

We believe in building relationships with students, staff, and parents. We also believe that our continued success can be attributed to our increasing parental involvement.

To address the needs of special education students, our campus incorporates a collaborative teaching model (co-teaching), which allows a certified Special Education teacher to work collaboratively and side-by-side with a general education teacher. Co-teachers work exclusively with one specific content area. This teaching model has helped students close academic gaps and make adequate academic gains.

Intervention classes, known as Reading Plus, Math Plus, and Writing Plus were added in each grade level for students who failed one or both portions of the math or reading state assessments the previous year. The purpose of these classes is to help students receive accelerated instruction in the areas of need, resulting in academic success on the 8th grade Student Success Initiative requirements, and 7th-grade STAAR Exams.

We provide Saturday school tutorials throughout the school year as remediation for students who failed or were at risk of failing a core subject during the previous nine weeks. These Saturday School Tutorials were created to help At-Risk students receive additional instruction throughout the year and obtain a passing grade in the core subject area(s) failed. We provided specialized pull-outs for each content area as well and collaborated with district specialists to help create engaging lessons. This resulted in innovative small group instruction.

Implemented in the 2018 - 2019 school year, all 8th-grade students are required to take a college and career readiness course (CCR). This will continue in 2020-2021.

Implemented in the 2019-2020 school year, all 7th-grade students are required to take a class supplemental to ELAR called ThinkTank.

Where We Are Now:

WC Cunningham Middle School (CMS) is one of twenty-six campuses in Galena Park Independent School District. CMS opened its doors in 1982 and serves predominantly African American and Hispanic, low socioeconomic families. CMS currently serves 992 students in grades 7 and 8. Our projected scheduling plan for the 2020-2021 academic year will be built around a hybrid block schedule (core classes are 95 minutes and most elective classes are 45 minutes every other day), and students in each grade level will be divided into three-four “core-area” teams. Each team includes core teachers who work together to ensure the success of the students on their teams.

With a total of 84 staff members, we currently have 100% Highly Qualified teachers and 100% Highly Qualified paraprofessionals.

Our year-to-date information includes the following: Overall mobility rate for the campus is approximately 12.2% with a drop-out rate of 0.9%. The year-to-date average daily attendance rate for students is 96.4%. The average daily attendance rate for staff is approximately 97%.

CMS current enrollment consists of 33.7% African American students, 1% Asian students, 61.3% Hispanic students, 3% American Indian students, 1.2% of students with two or more races, and 2.4% White students. The student enrollment type: 86.6% Economically Disadvantaged, 20% English-language learners, and 10.8% of students receive Special Education services.

For the 2020-2021 school year, we will continue to develop the success of our students. We look forward to starting the year stronger than ever, focused on leading our students to success as we prepare them to become life-long learners and influential leaders.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	9

Comprehensive Needs Assessment

Revised/Approved: June 7, 2021

Demographics

Demographics Summary

Cunningham Middle School opened on the 29th of August 1982 to serve students in grades six through eight; since 2000, the campus has served seventh and eighth-grade students in the Galena Park Independent School District.

Our personnel is comprised of certified professionals who serve a diverse student population through a multitude of educational programs. Cunningham Middle School's total student enrollment is 986. Our campus enrollment by race/ethnicity and group are as follows:

Student Enrollment by Race/Ethnicity

- African American 34.2%
- Asian .4%
- Hispanic 61.2%
- American Indian 0.1%
- Pacific Islander 0.0%
- Two or More Races 1.3%
- White 2.8%

Student Enrollment by Group

- Economically Disadvantaged 87.3%
- English Language Learner 25.2%
- Students Receiving Special Education Services 9.6%

Cunningham Middle School staff and teachers are as follows:

- Number of Full-Time Staff 78.8
- Number of Full-Time Teachers 63

The student mobility rate at Cunningham Middle School is 14.1%. **The overall attendance rate is 95.9%.**

Demographics Strengths

Cunningham Middle School enjoys the following demographic strengths:

1. Diverse and culturally competent staff
2. Special programs (GT, CTE, SPED, Fine Arts, Athletics, Bilingual/ESL) are in alignment with the philosophy and beliefs of our teachers and administrators
3. Percentage of male teachers above district and state average
4. Staff Education level above that of district and state
5. Active PTA

Problem Statements Identifying Demographics Needs

Problem Statement 1: Engagement with parents and the community is lacking and needs to be increased. **Root Cause:** Parents do not have the knowledge and are uncomfortable engaging with faculty and staff regarding school programs. Parents need to be given opportunities to engage that fit their time schedule.

Problem Statement 2: Attendance rate remains below 96.5% for all students. **Root Cause:** Lack of parental awareness of state laws regarding student attendance

Student Learning

Student Learning Summary

Due to the COVID-19 school closure, Cunningham Middle School did not receive an accountability rating from the state in the year 2019-2020. However, in 2018-2019, Cunningham Middle School earned an accountability rating of 88 (B).

Student Learning Strengths

English Language Arts Reading

ELAR SPED, we are just on the cusp of 34% in closing the gaps in both grades. The students performance is trending upward from year to year. We are just under the state, but at, or above the district average.

In 8th grade, as a Campus, there was an increase from 2018 to 2019 in the Approaches and Meets category.

Math

Algebra and 8th Grade made an overall improvement. They are the primary reasons CMS received STAAR distinctions.

In 7th grade, the special education student population "Meets" scores improved 13%!

Science

In Science, there was growth in our overall STAAR performance increased from 2018 to 2019 by 8%.

Students in Special Education programs mastery of science objectives increased 5% from 2018-2019.

English learners' scores increased by 9% in 2019 for "Approaches" grade level or above.

Social Studies

There was an increase in overall performance "Approaches" level by 16%.

There was an increase in "Meets" level by 6%.

There was an increase in "Masters" level by 1%.

There was an increase in students served by special education programs scores of 8%.

There was an increase in economically disadvantaged students of 16%.

In 2019, English learners' scores increased by 15% at approaches at grade level or above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education performance in meets is low in all content areas. **Root Cause:** There is a need for organizational skills for all content areas and a change in mindset (accountability).

Problem Statement 2: The performance of Special Education populations is the lowest among all sub-populations. **Root Cause:** Lack of teacher knowledge regarding disabilities/diagnoses.

Problem Statement 3: The performance of African American males is lower than the other sub-populations. **Root Cause:** Limited instructional effectiveness with this subpopulation.

School Processes & Programs

School Processes & Programs Summary

- Special Education
- ESL
- Pre-AP
- College & Career Readiness
- LOTC
- Extra-Curricular Activities
- Communities In Schools

School Processes & Programs Strengths

- All teachers are involved in campus decision-making and goal setting.
- The campus is focused on school improvement.
- There are programs and opportunities for at-risk students (plc, tutorials, flexible deadlines).
- All 8th graders are enrolled in a CCR (College and Career Readiness) class.
- The campus focuses on maximizing instructional time.
- School safety is a top priority.
- Special programs (SpEd, ESL, Pre-AP) are in place for students who perform at all levels.
- Community outreach is a top priority.
- Campus culture and climate are positive.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students lack exposure to different real world scenarios that can be applied in the classroom setting to create a connection to their future college and career opportunities. **Root Cause:** Students struggle to make a connection to their future selves and may see future success as unattainable.

Perceptions

Perceptions Summary

Cunningham Middle School is a diverse campus with a family environment that employs over 50% veteran teachers who strive daily to meet the needs of its students in a variety of ways, including extracurricular activities, targeted subject-area tutorials, community outreach, and college and career-focused instruction.

Perceptions Strengths

- CMS provides a safe and positive learning environment for all students.
- CMS is strongly committed to effective parental communication.
- Teachers have the opportunity to be involved in campus level-decision making.
- CMS reaches out to ALL students of every demographic group.
- CMS is perceived to have strong academics.
- CMS is proud that over 50% of teachers are veteran teachers.
- The New Teacher Mentor Program at CMS is effective.
- Teacher and student attendance incentive programs at CMS are effective.
- CMS is focused on college and career readiness.
- CMS uses various modes of communication with parents.
- CMS utilizes various outreach and inclusion programs to meet students' social, physical and academic needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** There are not enough parental involvement opportunities that afford parents to be involved as their schedules permit.