

Galena Park Independent School District

Cunningham Middle School

Campus Improvement Plan

2020-2021



Board Approval Date: August 10, 2020

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 studies 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cunningham Middle School opened on the 29th of August 1982 to serve seventh and eighth grade students in the Galena Park Independent School District. Our personnel are comprised of certified professionals who serve a diverse student population through a multitude of educational programs. Cunningham Middle School's total student enrollment is 962. Our campus enrollment by race/ethnicity and group are as follows:

Student Enrollment by Race/Ethnicity

African American 33.7%

Asian 1.0%

Hispanic 61.3%

American Indian 0.3%

Pacific Islander 0.0%

Two or More Races 1.2%

White 2.4%

Student Enrollment by Group

Economically Disadvantaged 86.6%

English Language Learner 20.0%

Students Receiving Special Education Services 10.8%

Cunningham Middle School staff and teachers are as follows:

Number of Full-Time Staff

80.6%

Number of Full-Time Teachers

63.8%

The student **mobility rate** at Cunningham Middle School is **12.7%**. The overall **attendance rate** is **95.6%**.

Demographics Strengths

1. Diverse and culturally competent staff
2. Inclusion of stakeholders as authentic, valuable, contributing partners of campus improvement planning
4. Special programs (GT, CTE, SPED, Fine Arts, Athletics, Bilingual/ESL) are in alignment with the philosophy and beliefs of our teachers and administrators
5. Percentage of male teachers above district and state average
6. Staff education level above that of district and state

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rate remains below 96.5% for all students. **Root Cause:** Lack of parental awareness of state laws regarding student attendance

Problem Statement 2: Inconsistency and poor communication concerning student discipline. **Root Cause:** Lack of communication between administration and teachers regarding consequences for all students, especially those in special education programs.

Student Learning

Student Learning Summary

Two year STAAR Comparison 2018 vs 2019

Grade 7 Reading

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
74%	73%	41%	40%	19%	16%

Grade 8 Reading

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
79%	84%	42%	46%	20%	18%

Grade 7 Writing

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
68%	69%	36%	30%	4%	7%

Grade 7 Math

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
69%	66%	26%	22%	5%	4%

Grade 8 Math

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
89%	93%	60%	66%	16%	15%

Grade 8 Science

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
69%	77%	39%	41%	16%	12%

Grade 7 Reading

Grade 8 Social Studies

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
48%	63%	21%	26%	11%	12%

Algebra I

Approaches		Meets		Masters	
2018	2019	2018	2019	2018	2019
100%	100%	99%	100%	82%	95%

Due to Covid-19, there is limited data available for the 2019-2020 school year.

Student Learning Strengths

- Gains in Overall Score, Domain I, Domain III
- STAAR performance gains (Reading, Math, Science, Social Studies)
- EL student STAAR performance in ELA, Science, Social Studies
- SE student STAAR performance (growth) in ELA, Math, Social Studies
- Students moving from Meets GL to Masters (112)
- 69% tests show growth from previous year
- 3 distinctions earned
- Overall Score of B

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The performance of African American males is lower than the other sub-populations. **Root Cause:** Limited instructional effectiveness with this subpopulation.

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.

School Processes & Programs

School Processes & Programs Summary

Cunningham Middle School teachers use Galena Park ISD's curriculum in the classroom. The district curriculum is aligned to state standards. Our core teachers and high school credit teachers have 95 minutes of uninterrupted instruction, with the same group of students, each class period (every other day) and electives have 45 minutes of uninterrupted instruction every other day, with the exception of choir and band (45 minutes of instruction, with the same students every day). District-created assessments and released STAAR tests are used to measure student progress throughout the school year. Data is used from an array of assessments to determine classroom instruction and student interventions. Struggling students are identified and tracked by the campus RTi team.

Cunningham Middle School has three computer labs and all may be accessed by all classroom teachers to team with the campus Technology Instructional Specialist to teach students technology applications. The campus has multiple Chromebook carts that are checked out to teachers to integrate technology into lessons. Each classroom has a projector, document camera and many classrooms are equipped with interactive panels.

Our programs that help serve our special populations are Special Education, ESL, and Pre-AP.

The dyslexia teacher services students by using the Reading By Design program. Professional development activities include, but are not limited to, Region 4 Dyslexia trainings, online webinars, and/or attending district-level meetings for dyslexia interventionists/teachers.

School Processes & Programs Strengths

1. New teachers have a mentor for two years.
2. Data walls are utilized to drive instruction.
3. Monthly safety drills are practiced and students understand the importance of safety drills.
4. Campus is focused on improving academic achievement by weekly planning, PLCs, professional development, data meetings, and constant department/team collaboration.
5. Community outreach is ongoing.
6. Campus culture is positive.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The procedures, methods, and practices regarding disciplinary inconsistencies at Cunningham Middle School. **Root Cause:** Lack of consistency when administering disciplinary consequences.

Problem Statement 2: Due to burnout, lack of support and time restraints, new teachers do not receive adequate support to fulfill duties. **Root Cause:** Lack of veteran teachers who have the time, knowledge AND desire to foster the mentor-mentee relationship.

Perceptions

Perceptions Summary

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

Perceptions Strengths

- Over 50% teachers are veterans
- New Teacher Mentor Program
- Teacher and student attendance incentives
- Academic teaming
- College readiness focused
- Various modes of communication with parents
- Outreach and inclusion programs
 - UIL Competitive Teams (Band, Athletics, and Choir)
 - Competitive Dance
 - Diverse Afterschool Organizations - POM, SELFFF, POP, STEM,
 - Math & Science,
 - CIS (Communities in Schools) - Backpack Buddies
 - Positive Celebrations/Rewards
 - Teacher Rewards - Family Culture
 - Family Orientation/ Community Perception
 - Community Resources - Wildcat Angel Project
 - T Oriented School
 - Strong Structure & Disciplined Action School
 - Data-Driven Camp

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of disciplinary enforcement due to inconsistencies on the classroom and administrative levels. **Root Cause:** No system in place to document frequent discipline occurrences.

Problem Statement 2 (Prioritized): New teachers get burned out quickly due to lack of support, which leads to low attendance as well as low performance and student achievement. **Root Cause:** Not enough professional development and support for new teachers and staff members.

Problem Statement 3: CMS will provide resources and information regarding availability and accessibility of technology for Parents throughout the school year. **Root Cause:** Lack of effective parent communication regarding technology access and/through tutorials/informational sessions for parents

Priority Problem Statements

Problem Statement 1: New teachers get burned out quickly due to lack of support, which leads to low attendance as well as low performance and student achievement.

Root Cause 1: Not enough professional development and support for new teachers and staff members.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: There is a lack of disciplinary enforcement due to inconsistencies on the classroom and administrative levels.

Root Cause 2: No system in place to document frequent discipline occurrences.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The procedures, methods, and practices regarding disciplinary inconsistencies at Cunningham Middle School.

Root Cause 3: Lack of consistency when administering disciplinary consequences.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Attendance rate remains below 96.5% for all students.

Root Cause 4: Lack of parental awareness of state laws regarding student attendance

Problem Statement 4 Areas: Demographics

Problem Statement 5: The performance of African American males is lower than the other sub-populations.

Root Cause 5: Limited instructional effectiveness with this subpopulation.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

Goals








Goal 1: CMS will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Decrease number of disciplinary referrals by 10 percent.

Targeted or ESF High Priority

Evaluation Data Sources: Student's disciplinary report.

Summative Evaluation: None

<p>Strategy 1: Consistency when administering disciplinary consequences. Strategy's Expected Result/Impact: Improved survey results, in regards to staff perspective of consistent discipline consequences. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
<p>Strategy 2: Look at student's disciplinary data for type and number of infractions. Strategy's Expected Result/Impact: Improve school culture survey results in regards to fairness and equality. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
<p>Strategy 3: Share data with other administrators and staff to foster conversations about bias and privilege. Strategy's Expected Result/Impact: Improved survey results, in regards to staff perspective of consistent discipline consequences and improve school culture survey results in regards to fairness and equality. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The procedures, methods, and practices regarding disciplinary inconsistencies at Cunningham Middle School. **Root Cause:** Lack of consistency when administering disciplinary consequences.

Perceptions

Problem Statement 1: There is a lack of disciplinary enforcement due to inconsistencies on the classroom and administrative levels. **Root Cause:** No system in place to document frequent discipline occurrences.




Goal 1: CMS will provide a safe, productive and healthy learning/working environment for students and staff.






Performance Objective 2: We will reduce the amount of disciplinary infractions by 25% as we implement a system to track and monitor detentions for the first semester. Infractions will be monitored and analyzed on a weekly basis to ensure the system in place is effective.

Targeted or ESF High Priority

- Evaluation Data Sources:** - Skyward to monitor discipline referrals
 - Google document to track detentions
 - Student teaming form and/or conference notes
 - Parent conference notes if taken place

Summative Evaluation: None

<p>Strategy 1: Create Google doc that is shared among staff that is comprised all teacher issued detentions. Strategy's Expected Result/Impact: Teachers will monitor the document to aide in communicating disciplinary infractions for frequent offenders. Staff Responsible for Monitoring: Daily-Teachers and administrators. Title I Schoolwide Elements: 3.1 Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
<p>Strategy 2: - Analyze the document for frequent offenders. Conference with the student after the second detention is issued. Strategy's Expected Result/Impact: The amount of detentions will reduce due to communication and consistency through the use of the Google document. Staff Responsible for Monitoring: Daily-Teachers and administrators Title I Schoolwide Elements: 3.1 Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
<p>Strategy 3: - For students who have exceeded three detentions, an office referral will be issued. Strategy's Expected Result/Impact: The amount of detentions will reduce due to communication and consistency through the use of the Google document Staff Responsible for Monitoring: Daily-Teachers and administrators Title I Schoolwide Elements: 3.1 Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May

<p>Strategy 4: - Print a Skyward campus report for disciplinary infractions.</p> <p>Strategy's Expected Result/Impact: The amount of detentions will reduce due to communication and consistency through the use of the Google document</p> <p>Staff Responsible for Monitoring: Weekly-Teacher and administrators</p> <p>Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Reviews				
	Formative			Summative	
	Oct	Dec	Feb	May	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The procedures, methods, and practices regarding disciplinary inconsistencies at Cunningham Middle School. Root Cause: Lack of consistency when administering disciplinary consequences.
Perceptions
Problem Statement 1: There is a lack of disciplinary enforcement due to inconsistencies on the classroom and administrative levels. Root Cause: No system in place to document frequent discipline occurrences.











Goal 2: CMS will provide information and opportunities to assist students in preparing for college, career and military.

Performance Objective 1: CMS will ensure that all 8th grade students are placed in the appropriate level College and Career Readiness course.

Targeted or ESF High Priority

Evaluation Data Sources: Career Interest Surveys

Summative Evaluation: None

<p>Strategy 1: Invite former CMS students who are enrolled in an institution of higher learning. Strategy's Expected Result/Impact: Improve school survey results in regards to students to decisions to post secondary education and their preparedness. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: CMS will attend College and Career Day hosted by GPISD CTE counselors in January 2021 for all 8th graders. Strategy's Expected Result/Impact: Improve school survey results in regards to students to decisions to post secondary education and their preparedness. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: CMS 8th grade College and Career Readiness students will participate in local college middle school day. Strategy's Expected Result/Impact: Improve school survey results in regards to students to decisions to post secondary education and their preparedness. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: CMS 7th and 8th graders will be invited to GPISD's College Night November 2020.</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 3: CMS will ensure student growth in the tested areas.

Performance Objective 1: We will focus on implementing research-based strategies for reading, with the goal of enhancing our instruction to mirror real-world scenarios, so that student learning will continually improve based on a score of 50% or higher on assessments.

Targeted or ESF High Priority

Evaluation Data Sources: District Assessments, Campus Assessments, Teacher Assessments, Projects, and STAAR Tests

Summative Evaluation: None

Strategy 1: Identify effective research based strategies geared towards improving literacy deficits Strategy's Expected Result/Impact: Increase in student performance Staff Responsible for Monitoring: Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
Strategy 2: Review and collect class activities that incorporate real world scenarios along with cooperative learning Strategy's Expected Result/Impact: Improvement in teacher differentiation strategies Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The performance of African American males is lower than the other sub-populations. Root Cause: Limited instructional effectiveness with this subpopulation.


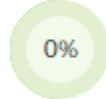
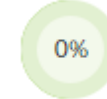






Goal 3: CMS will ensure student growth in the tested areas.

Performance Objective 2: We will focus on providing support for teachers utilizing campus and district level support.

Targeted or ESF High Priority

Evaluation Data Sources: District Assessments, Campus Assessments, Teacher Assessments, Projects, and STAAR Tests

Summative Evaluation: None

<p>Strategy 1: Regular meetings with specialists to support SPED teachers to assist/coach in lesson plans and instructional strategies</p> <p>Strategy's Expected Result/Impact: 19% of SPED students meet grade level or above in STAAR Reading 23 % of SPED students meet grade level or above in STAAR Math</p> <p>Staff Responsible for Monitoring: Special Ed, Math and ELAR Specialists and teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Oct 	Dec 	Feb 	May
<p>Strategy 2: Support teachers in backwards design by writing assessments aligned to STAAR</p> <p>Strategy's Expected Result/Impact: 19% of SPED students meet grade level or above in STAAR Reading 23 % of SPED students meet grade level or above in STAAR Math</p> <p>Staff Responsible for Monitoring: Special Ed, Math and ELAR Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
<p>Strategy 3: Train SPED teachers on developing high level of questions for teacher based assessments</p> <p>Strategy's Expected Result/Impact: 19% of SPED students meet grade level or above in STAAR Reading 23 % of SPED students meet grade level or above in STAAR Math</p> <p>Staff Responsible for Monitoring: Special Ed, Math and ELAR Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				






Goal 3: CMS will ensure student growth in the tested areas.

Performance Objective 3: We will provide teachers with a sufficient amount of time to plan (e.g. common planning time/PLC).

Targeted or ESF High Priority

Evaluation Data Sources: District Assessments, Campus Assessments, Teacher Assessments, Projects, and STAAR Tests

Summative Evaluation: None

<p>Strategy 1: Utilize PLC to plan and implement the instructions, especially for SPED, and then have a follow-up after implementation</p> <p>Strategy's Expected Result/Impact: 19% of SPED students meet grade level or above in STAAR Reading 23 % of SPED students meet grade level or above in STAAR Math</p> <p>Staff Responsible for Monitoring: Special Ed, Math and ELAR Specialists and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	






Goal 3: CMS will ensure student growth in the tested areas.

Performance Objective 4: We will constantly analyze data and make data-driven decisions

Targeted or ESF High Priority

Evaluation Data Sources: District Assessments, Campus Assessments, Teacher Assessments, Projects, and STAAR Tests

Summative Evaluation: None

<p>Strategy 1: Use data from unit tests to coach and help struggling teachers in terms of instruction and SPED co-teach</p> <p>Strategy's Expected Result/Impact: 19% of SPED students meet grade level or above in STAAR Reading 23 % of SPED students meet grade level or above in STAAR Math</p> <p>Staff Responsible for Monitoring: Special Ed, Math and ELAR Specialists and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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



Goal 3: CMS will ensure student growth in the tested areas.

Performance Objective 5: We will provide teachers with instructional technology training.

Targeted or ESF High Priority

Evaluation Data Sources: District Assessments, Campus Assessments, Teacher Assessments, Projects, and STAAR Tests

Summative Evaluation: None

Strategy 1: Assist/train all teachers in developing quality instruction using digital tools Strategy's Expected Result/Impact: 19% of SPED students meet grade level or above in STAAR Reading 23 % of SPED students meet grade level or above in STAAR Math Staff Responsible for Monitoring: Assistant Principal, DLAS, & Highly trained Kurzweil teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Reviews			
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Strategy 2: Assist/train all teachers in developing quality instruction using Kurzweil Strategy's Expected Result/Impact: 19% of SPED students meet grade level or above in STAAR Reading 23 % of SPED students meet grade level or above in STAAR Math Staff Responsible for Monitoring: Assistant Principal, DLAS, & Highly trained Kurzweil teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Reviews			
	Formative			Summative
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Strategy 3: Train in test taking strategies for reading and math to support SPED students Strategy's Expected Result/Impact: 19% of SPED students meet grade level or above in STAAR Reading 23 % of SPED students meet grade level or above in STAAR Math Staff Responsible for Monitoring: Assistant Principal, DLAS, & Highly trained Kurzweil teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Reviews			
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Goal 3: CMS will ensure student growth in the tested areas.

Performance Objective 6: We will provide interventions for struggling students.

Targeted or ESF High Priority

Evaluation Data Sources: District Assessments, Campus Assessments, Teacher Assessments, Projects, and STAAR Tests

Summative Evaluation: None

<p>Strategy 1: Increase effective pullouts and interventions for SPED students</p> <p>Strategy's Expected Result/Impact: 19% of SPED students meet grade level or above in STAAR Reading 23 % of SPED students meet grade level or above in STAAR Math</p> <p>Staff Responsible for Monitoring: Special Ed, Math and ELAR Specialists and administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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Goal 4: CMS will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Cunningham will increase student's involvement in extracurricular activities and other organizations by 15%.

Targeted or ESF High Priority

Evaluation Data Sources: Student involvement survey,
Student referral lists
Club and extracurricular attendance numbers

Summative Evaluation: None

<p>Strategy 1: Teachers and sponsors will actively recruit students who they feel will benefit from participation in certain organizations.</p> <p>Strategy's Expected Result/Impact: Increased number of students to enroll/participate in an extra-curricular activity.</p> <p>Staff Responsible for Monitoring: Club or athletic coaches or sponsors Administrator who oversees clubs, athletics and organizations</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 2: Collect attendance rosters and meeting minutes for organizations.</p> <p>Strategy's Expected Result/Impact: Staff will have a clear picture of students involvement in extracurricular activities and students will increase participation.</p> <p>Staff Responsible for Monitoring: Concurrent with meetings</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
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Goal 5: CMS will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 1: Designated staff will run attendance reports weekly and identify students with 3 or more total absences and require parent notification and attendance contract between the parent, student and school to ensure that the goal of 96.5% attendance is met for the 2020-2021 school year.

Targeted or ESF High Priority






Evaluation Data Sources: *Skyward

*School Status

*CIS (Communities In Schools) support staff

ASAP Officer System

Summative Evaluation: None

<p>Strategy 1: *Running attendance reports weekly *Attendance Contracts after 3 absences *ASAP Officer *Utilize CIS for additional support for parents and students Incentive program for good attendance</p> <p>Strategy's Expected Result/Impact: *Improved student attendance *Improve student achievement *Improve student moral *Increased parent involvement</p> <p>Staff Responsible for Monitoring: Weekly monitoring by designated staff (attendance clerk and administration)</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Reviews			
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Performance Objective 1 Problem Statements:






Demographics
Problem Statement 1: Attendance rate remains below 96.5% for all students. Root Cause: Lack of parental awareness of state laws regarding student attendance

Goal 6: CMS will provide opportunities for parental/community involvement and business partnership.

Performance Objective 1: We will increase the number of parents that participate in our Parents on the Move program.

Evaluation Data Sources: Raptor System

Summative Evaluation: None








<p>Strategy 1: We will recruit parents during Open House or any community outreach events and host an informational meeting. Strategy's Expected Result/Impact: Recruit and maintain at least eight consistent parents for the 2020-2021 academic year. Staff Responsible for Monitoring: POM Sponsor Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy</p>	Reviews			
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Goal 6: CMS will provide opportunities for parental/community involvement and business partnership.

Performance Objective 2: We will involve special programs parents

Evaluation Data Sources: Sign in sheets with parent signatures

Summative Evaluation: None

Strategy 1: CMS will create a SPED Parental Support Program Strategy's Expected Result/Impact: Parents of SPED students will be more abreast of their children's progress. Staff Responsible for Monitoring: Special education specialist, special education department chair TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy	Reviews			
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Goal 7: CMS will ensure high quality staff is employed.

Performance Objective 1: We will learn together as professionals through professional developments about the most effective way to meet the needs of students with disabilities, and continually reflect on what we are doing and make adjustments as necessary to the weekly lesson plans.

Targeted or ESF High Priority

Evaluation Data Sources: Campus instructional rounds in the resources setting, training on disability sensitivity, PDs geared specifically towards improving instruction for students with disabilities

Summative Evaluation: None

<p>Strategy 1: Provide specific training opportunities related to student with disabilities on our campus</p> <p>Strategy's Expected Result/Impact: Increase of teacher knowledge linked to effectively teaching students with disabilities</p> <p>Staff Responsible for Monitoring: Training provided each nine weeks by admin team</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
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<p>Strategy 2: Increased walk throughs by administration that provide feedback on ways to improve instructions for students with disabilities</p> <p>Strategy's Expected Result/Impact: Implementations of strategy learned from specific training and administrative feedback, both evidenced in lesson plans and class instructions</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The performance of African American males is lower than the other sub-populations. Root Cause: Limited instructional effectiveness with this subpopulation.</p>

Goal 7: CMS will ensure high quality staff is employed.



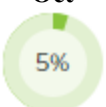

Performance Objective 2: We will develop a mentor training program that will foster the relationships between the mentor and the mentee.


Evaluation Data Sources: Mid-year and end of year reflection survey completed by new teacher.





Mid-year and end of year reflection survey completed by mentor.

Mid-year and end of year reflection survey completed by mentor leader.

Summative Evaluation: None

<p>Strategy 1: All new teachers will be assigned a team of mentors to help in specific areas: classroom management, content, technology and school culture.</p> <p>Strategy's Expected Result/Impact: Retain new teachers for a minimum of three years.</p> <p>Staff Responsible for Monitoring: Administrators Lead mentor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
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<p>Strategy 2: Develop a CMS Mentor-Mentee guide/handbook, as a guideline for assisting mentees more effectively.</p> <p>Strategy's Expected Result/Impact: Retain new teachers for a minimum of three years.</p> <p>Staff Responsible for Monitoring: Lead mentor Mentor committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
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<p>Strategy 3: CMS will hold monthly mentor meetings</p> <p>Strategy's Expected Result/Impact: Retain new teachers for a minimum of three years.</p> <p>Staff Responsible for Monitoring: Lead mentor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
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<p>Strategy 4: CMS will hold monthly mentee meetings.</p> <p>Strategy's Expected Result/Impact: Retain new teachers for a minimum of three years.</p> <p>Staff Responsible for Monitoring: Lead mentor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
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Strategy 5: CMS will develop a Mentee Workbook or Go-To Guide. Strategy's Expected Result/Impact: Retain new teachers for a minimum of three years. Staff Responsible for Monitoring: Lead mentor Mentor Committee TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Reviews			
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Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: New teachers get burned out quickly due to lack of support, which leads to low attendance as well as low performance and student achievement. Root Cause: Not enough professional development and support for new teachers and staff members.

Goal 8: CMS will provide superior operational services to best support students and staff success.

Performance Objective 1: We will reduce the new teacher turnover rate by ten percent to help ensure the provision of superior operations and success of students and staff.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher/student attendance
 Returning teachers survey through Google doc
 CHAMPS implementation monitoring

Summative Evaluation: None

<p>Strategy 1: Monitor substitute requests Strategy's Expected Result/Impact: Teachers will miss less school when they know they are being monitored Staff Responsible for Monitoring: Run daily report for teacher who have put in for a substitute Title I Schoolwide Elements: 2.5</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May				
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<p>Strategy 2: Conduct staff/new teacher attendance survey Strategy's Expected Result/Impact: Lower attendance issues among teachers as well as provide insight to reasons behind absences Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May				
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<p>Strategy 3: CHAMPS monitoring/retraining Strategy's Expected Result/Impact: Reduce the amount of attendance issues among teachers and students as well as provide an added level of support and follow-up Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May				
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Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the \$4,956.00 Attendance Incentive Plan allotment.


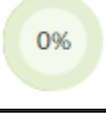
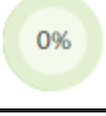

Performance Objective 1: Increase student attendance percentage to 96.7% or higher for the 2nd 6 Weeks Period.









Targeted or ESF High Priority

Evaluation Data Sources: Increased student attendance on PEIMS Report.

Summative Evaluation: None

<p>Strategy 1: Regular announcements and communications referring to Attendance (Attendance Matters, Attend Today... Achieve Tomorrow, No More Than 3 For Me, etc)</p> <p>Strategy's Expected Result/Impact: Change the mindset of students as it relates to the importance of attendance.</p> <p>Staff Responsible for Monitoring: Announcement Personnel</p> <p>Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Reviews			
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<p>Strategy 2: Make regular contact with parents of students who miss 3+ days of school</p> <p>Strategy's Expected Result/Impact: Show parents and students that CMS pays attention and monitors absences.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Team Leaders</p> <p>Attendance Clerk</p>	Reviews			
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<p>Strategy 3: Meet with all students and parents with 5+ unexcused absences at the end of each 9 weeks and strongly encourage them to attend Saturday School</p> <p>Strategy's Expected Result/Impact: Allow students to recover credit and give them a second chance.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Team Leaders</p>	Reviews			
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<p>Strategy 4: To improve attendance, students with 5+ unexcused absences at the end of the 9 weeks will set an attendance goal for the new 9 weeks. If students meet their goal in the new 9 weeks, they will be recognized and rewarded in team recognition meeting</p> <p>Strategy's Expected Result/Impact: This strategy encourages improved attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Team Leaders</p> <p>Funding Sources: \$450 (\$75 per team) for awards and food (donuts, cookies and punch) for celebration - 199 - Local - \$450</p>	Reviews			
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<p>Strategy 5: Campus Parent Team - POM (Parents on the Move) will assist with promoting the importance of attendance by wearing attendance t-shirts, speaking to other parents and being a voice and community events</p> <p>Strategy's Expected Result/Impact: Parents encouraging other parents to bring their children to school promotes good positive peer pressure.</p> <p>Staff Responsible for Monitoring: POM Coordinator</p>	Reviews			
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<p>Strategy 6: Document, upload and issue attendance contracts to students with more than 6 absences</p> <p>Strategy's Expected Result/Impact: This strategy encourages improved attendance and changed behavior.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Raa Wee</p>	Reviews			
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<p>Strategy 7: Document, upload and issue attendance agreements to students with more than 3 absences. This agreement includes the campus/district policies and procedures after absences.</p> <p>Strategy's Expected Result/Impact: Show parents and students that CMS pays attention and monitors absences. This method forewarns students before attendance issues become a problem.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p>	Reviews			
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<p>Strategy 8: FIRST PERIOD ROUND-UP Generate list of absent students at 8:40 a.m. All students with 3+ absences will be called and picked up, if at home. After the 3rd day of unsuccessful parent contact, the ASAP officer will be sent to the home of the student.</p> <p>Strategy's Expected Result/Impact: Show parents and students that CMS pays attention, monitors absences and will not accept frivolous excuses for being absent on that day.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Attendance Clerk</p> <p>CIS</p> <p>ASAP Officer</p>	Reviews			
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<p>Strategy 9: Attendance clerk will generate a 3+ Consecutive Day Report. Any student listed on the report will get a visit from the ASAP officer if the school has not been made aware of their whereabouts.</p> <p>Strategy's Expected Result/Impact: Sending an officer to the homes of students with poor attendance would change the bad habits of missing school for no or small reasons.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>ASAP Officer</p>	Reviews			
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<p>Strategy 10: Teams recognize students with perfect, good and improved attendance during awards ceremony</p> <p>Strategy's Expected Result/Impact: Recognition for students' efforts motivates students to continue to have perfect or good attendance.</p> <p>Staff Responsible for Monitoring: Team Leaders</p> <p>Funding Sources: \$250 for certificates and medals - 199 - Local - \$250</p>	Reviews			
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<p>Strategy 11: To improve individual attendance, principal contracts with bottom five students - Principal will meet with the five students with the poorest attendance every other Friday to go over attendance. Students with perfect attendance for ten consecutive days will receive a \$5 gift card to fast food restaurant.</p> <p>Strategy's Expected Result/Impact: This strategy encourages improved attendance and changed behavior.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: \$225 for gift cards - 199 - Local - \$225</p>	Reviews			
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance rate remains below 96.5% for all students. Root Cause: Lack of parental awareness of state laws regarding student attendance

Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the \$4,956.00 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage to 96.7% or higher for the 3rd 6 Weeks Period.

Targeted or ESF High Priority

Evaluation Data Sources: Increased student attendance on PEIMS Report.

Summative Evaluation: None

<p>Strategy 1: Strategically schedule team rallies and other fun events that excite students' interest during times that students are likely to miss school.</p> <p>Strategy's Expected Result/Impact: Students would show up to school on days they are likely to miss.</p> <p>Staff Responsible for Monitoring: Team Rally Coordinator</p> <p>Administrators</p> <p>Team Leaders</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May	0%			
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<p>Strategy 2: Attendance Works Strategy - Grade level team competitions - Students and team leaders are given a range of dates to compete. The team with the highest attendance at the end of the competition earns a week of "No Uniform" passes</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>Team Leaders</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May	0%			
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<p>Strategy 3: Intramural activities to keep students motivated. (i.e., teachers vs. students flag football, teachers vs. students volleyball games during this 6 weeks opposed to waiting until the end of the semester like the past.)</p> <p>Strategy's Expected Result/Impact: Students would show up to school on days they are likely to miss when fun activities are scheduled during the school day and during peak times for poor attendance.</p> <p>Staff Responsible for Monitoring: Coaches</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May	0%			
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<p>Strategy 4: To improve attendance, students with 5+ unexcused absences at the end of the 9 weeks will set an attendance goal for the new 9 weeks. If students meet their goal in the new 9 weeks, they will be recognized and rewarded in team recognition meeting</p> <p>Strategy's Expected Result/Impact: This strategy encourages improved attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk</p> <p>Team Leaders</p> <p>Funding Sources: \$450 (\$75 per team) for awards and food for celebration - 199 - Local - \$450</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May	0%			
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Strategy 5: ADA period competition - ADA teachers/classes are given a range of dates to compete. The goal is for each class to have 96.5% attendance and to spell out the words "PIZZA PARTY"

At the end of the competition, all classes that have spelled out PIZZA PARTY, wins a Pizza Party


Strategy's Expected Result/Impact: This strategy encourages improved attendance.

Staff Responsible for Monitoring: Attendance Clerk

ADA Period Teachers


Principal

Funding Sources: Pizza - 199 - Local - \$406

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 No Progress

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 Continue/Modify

 Discontinue

Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the \$4,956.00 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage to 96.5% or higher for the 4th 6 Weeks Period.

Targeted or ESF High Priority

Evaluation Data Sources: Increased student attendance on PEIMS Report.

Summative Evaluation: None

<p>Strategy 1: To improve attendance, students are given specific dates to be in attendance each day. We pay attention to the trend of when students are more likely to miss and schedule accordingly. Attendance Bash for students with perfect attendance during the specified time.</p> <p>Strategy's Expected Result/Impact: This strategy encourages improved attendance. Students would show up to school on days they are likely to miss when fun activities are scheduled during the school day and during peak times for poor attendance.</p> <p>Staff Responsible for Monitoring: Administrator over Attendance Attendance Clerk</p> <p>Funding Sources: \$2000 for entertainment (Inflatables, bull rides, zip line and dj) - 199 - Local - \$2,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May				
Reviews																	
Formative			Summative														
Oct	Dec	Feb	May														
<p>Strategy 2: Students with 5+ unexcused absences at the end of the 9 weeks will set an attendance goal for the new 9 weeks. If students meet their goal in the new 9 weeks, they will be recognized and rewarded in team recognition meeting</p> <p>Strategy's Expected Result/Impact: This strategy encourages improved attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Team Leaders</p> <p>Funding Sources: \$200 for gift cards - 199 - Local - \$200</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May				
Reviews																	
Formative			Summative														
Oct	Dec	Feb	May														
<p>Strategy 3: To improve individual attendance, principal contracts with bottom five students - Principal will meet with the five students with the poorest attendance every other Friday to go over attendance. Students with perfect attendance for ten consecutive days will receive a \$5 gift card to fast food restaurant.</p> <p>Strategy's Expected Result/Impact: This strategy encourages improved attendance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: \$225 for gift cards - 199 - Local - \$225</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Oct</th> <th>Dec</th> <th>Feb</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Oct	Dec	Feb	May				
Reviews																	
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Oct	Dec	Feb	May														
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Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the \$4,956.00 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage to 96.5% or higher for the 5th 6 Weeks Period.

Targeted or ESF High Priority

Evaluation Data Sources: Increased student attendance on PEIMS Report.

Summative Evaluation: None

<p>Strategy 1: Continue to motivate students and tell them it is not too late in the year to be successful. Principal contracts with bottom 10 students - Principal will meet with the 10 students with the poorest attendance every other Friday to go over attendance. Students with perfect attendance for ten consecutive days will receive a \$5 gift card to fast food restaurant.</p> <p>Strategy's Expected Result/Impact: This strategy encourages improved attendance.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: \$300 for gift cards - 199 - Local - \$300</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
<p>Strategy 2: To improve attendance, students with 5+ unexcused absences at the end of the 9 weeks will set an attendance goal for the new 9 weeks. If students meet their goal in the new 9 weeks, they will be recognized and rewarded in team recognition meeting</p> <p>Strategy's Expected Result/Impact: This strategy encourages improved attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Team Leaders</p> <p>Funding Sources: \$450 (\$75 per team) for awards and food for celebration - 199 - Local - \$450</p>	Reviews			
	Formative			Summative
	Oct 	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 9: CMS will achieve a 96.5% or higher student attendance rate, utilizing the \$4,956.00 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage to 96.5% or higher for the 6th 6 Weeks Period.

Targeted or ESF High Priority

Evaluation Data Sources: Increased student attendance on PEIMS Report.

Summative Evaluation: None

<p>Strategy 1: Regular announcements and communications referring to Attendance (i.e., videos around the school/campus newsletter from GPISD School Tube, quotes in newsletter and on marquee)</p> <p>Strategy's Expected Result/Impact: Change the mindset of students as it relates to the importance of attendance.</p> <p>Staff Responsible for Monitoring: Announcement Personnel</p> <p>Principal</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Parents on the Move organization will greet other parents at parent drop off to pass out flyers and other pertinent information relating to attendance</p> <p>Strategy's Expected Result/Impact: Parents encouraging other parents to bring their children to school promotes good positive peer pressure.</p> <p>Staff Responsible for Monitoring: Parents on the Move (POM)</p> <p>POM coordinator</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Consistency when administering disciplinary consequences.
5	1	1	*Running attendance reports weekly *Attendance Contracts after 3 absences *ASAP Officer *Utilize CIS for additional support for parents and students Incentive program for good attendance
6	1	1	We will recruit parents during Open House or any community outreach events and host an informational meeting.

Targeted Support Strategies

Goal	Objective	Strategy	Description
3	2	1	Regular meetings with specialists to support SPED teachers to assist/coach in lesson plans and instructional strategies
3	2	2	Support teachers in backwards design by writing assessments aligned to STAAR
3	2	3	Train SPED teachers on developing high level of questions for teacher based assessments
3	3	1	Utilize PLC to plan and implement the instructions, especially for SPED, and then have a follow-up after implementation
3	4	1	Use data from unit tests to coach and help struggling teachers in terms of instruction and SPED co-teach
3	5	1	Assist/train all teachers in developing quality instruction using digital tools
3	5	2	Assist/train all teachers in developing quality instruction using Kurzweil
3	5	3	Train in test taking strategies for reading and math to support SPED students
3	6	1	Increase effective pullouts and interventions for SPED students
6	2	1	CMS will create a SPED Parental Support Program

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Consistency when administering disciplinary consequences.
3	1	1	Identify effective research based strategies geared towards improving literacy deficits
3	1	2	Review and collect class activities that incorporate real world scenarios along with cooperative learning
5	1	1	*Running attendance reports weekly *Attendance Contracts after 3 absences *ASAP Officer *Utilize CIS for additional support for parents and students Incentive program for good attendance

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Our campus met virtually, via ZOOM, on May 18, 2020 to begin our CNA process. Four committees were established and met individually. The staff broke out into groups and each subcommittee reviewed the data (parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules). Each team listed strengths and concerns/weaknesses. We discussed each concern/weakness and deleted any items that were out of campus control and focused on one or two that we could make our goals for 2020-2021. Each team then wrote a problem statement and identified root causes. (See meeting logs for notes.)

Persons listed below were split between 4 committees and served in the CNA process.

Arceneaux	James	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Broussard	Vanessa	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Cole	Celeste	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Crump	Chris	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Delosa	Nancy	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Dietz	Dennis	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Dillingham	Richlle	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
dudley	shonda	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Flannel	Rolandrea	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Gonzalez	David	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Huerta	Vicente	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Johnson	Katrina	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Marburgh	Tera	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Medina	Dariana	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Melo	Nelson	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Smith	Kashekia	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Verdun	Lacy	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Wotring	Holly	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Anderson	Claudina	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Bible	Gerard	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
bijani	shaun	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Buckmire	Lynita	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)

Arceneaux	James	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Fabela	Eugenio	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Graham	Ra'Nesha	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Guess	Crezetta	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Jackson	Dallas	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Jefferson	Taylor	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Johnson	Tiffani	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
LINDER	ANDY	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Pickrom	Frederick	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Ridley	Roland	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Schmidt	Tracy	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
soders	lance	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Williams	Shelby	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Wright	Tiffany	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Wright	Tiffany	SCHOOL PROCESSES AND PROGRAMS (What are our programs and processes?)
Batiste	Keisha	PERCEPTIONS (How do we do business?)
Boston	Nicole	PERCEPTIONS (How do we do business?)
Camacho	Perla	PERCEPTIONS (How do we do business?)
Collier	Tim	PERCEPTIONS (How do we do business?)
Creeks	Antroynette	PERCEPTIONS (How do we do business?)
Cruz	Angie	PERCEPTIONS (How do we do business?)
Long	Samantha	PERCEPTIONS (How do we do business?)
Loving	Kenneth	PERCEPTIONS (How do we do business?)
Perrault	Aaron	PERCEPTIONS (How do we do business?)
Tatum	Wonisha	PERCEPTIONS (How do we do business?)
Williams	Ketra	PERCEPTIONS (How do we do business?)
Wilson	Avery	PERCEPTIONS (How do we do business?)
Amie	Victoria	DEMOGRAPHICS (Who are we and with whom are we engaged?)
baker	stefan	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Calvo	Gemma	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Collins	Shawn	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Collins	Shawn	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Davis	Vanessa	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Dawson	Michael	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Days	James	DEMOGRAPHICS (Who are we and with whom are we engaged?)
DeGrasse	Skyesha	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Delosa	Dindo	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Edwards	Kimberly	DEMOGRAPHICS (Who are we and with whom are we engaged?)

Arceneaux	James	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Glynn	Angela	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Harris	Reginald	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Jackson	Vincent	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Johnson	LaShandrea	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Lane	Kimberly	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Loera	Jaime	DEMOGRAPHICS (Who are we and with whom are we engaged?)
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Nance	Jacklyn	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Porter	Leonard	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Rose	Britni	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Sanchez	Juliana	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Sherrard	Sean	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Stonecipher	Miguel	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Strickland	Nadosha	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Willis	Debora	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Wilson	Daondria	DEMOGRAPHICS (Who are we and with whom are we engaged?)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with subcommittees of teachers, paraprofessionals and administrators.

Arceneaux	James	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Broussard	Vanessa	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
Cole	Celeste	STUDENTS ACADEMIC ACHIEVEMENT (How are our students doing?)
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Strickland	Nadosha	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Willis	Debora	DEMOGRAPHICS (Who are we and with whom are we engaged?)
Wilson	Daondria	DEMOGRAPHICS (Who are we and with whom are we engaged?)

2.2: Regular monitoring and revision

CPAC meeting dates are **September 21, 2020, October 19, 2020, December 14, 2020, February 22, 2021, and April 19, 2021**, to review monitor and revise the CIP.

2.3: Available to parents and community in an understandable format and language

A copy of our Campus Improvement Plan will be available in our front office, the monthly newsletter (Wildcat Word), and posted on our school's web page. It will be provided in Spanish and English. Parents will be sent a mass communication via text and email of how to access the document.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS focused high-quality instruction. 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 studies 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. Our teachers have been trained extensively on guided reading, small group instruction and data driven instruction. We also provide student tutorials for those identified at -risk; our dyslexia teacher provides dyslexic services for those identified in need. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselors provide students emotional support and guidance whenever needed. We have plans to increase our parent participation with a new Parent on the Move (POM) program.

2.5: Increased learning time and well-rounded education

Cunningham Middle School teachers use Galena Park ISD's curriculum in the classroom. The district curriculum is aligned to

the state standards. Our core teachers and high school credit teachers have 95 minutes of uninterrupted instruction, with the same group of students, each class period (every other day) and electives have 45 minutes of uninterrupted instruction every other day, with the exception of choir and band (45 minutes of instruction, with the same students every day) . District-created assessments and released STAAR tests are used to measure student progress throughout the school year. Data is used from an array of assessments to determine classroom instruction and student interventions. Struggling students are identified and tracked by the campus RTi team.

Cunningham Middle School has three computer labs and all may be accessed by all classroom teachers to team with the campus Technology Instructional Specialist to teach students technology applications. The campus has multiple Chromebook carts that are checked out to teachers to integrate technology into lessons. Each classroom has a projector, document camera and many classrooms are equipped with interactive panels.

Our programs that help serve our special populations are Special Education, ESL and Pre-AP.

The dyslexia teacher services students by using the Reading By Design program. Professional development activities include, but are not limited to, Region 4 Dyslexia trainings, online webinars, and/or attending district-level meetings for dyslexia interventionists/teachers.

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

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. We also provide student tutorials for those identified at -risk; our dyslexia teacher provides dyslexic services for those identified in need. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselors provide students emotional support and guidance whenever needed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be reviewed and revised by the Parent and Family Engagement Committee.

Name	Role
Mrs. Morris	Principal
Mrs. Newsome	Assistant Princial
Mrs. Cruz	Counselor
Mrs. Boston	Counselor
Ms. Smith	Teacher
Elisa Gonzalez	Parent

The Parent Engagement Policy will be distributed electronically via email, will be included in our front office, monthly newsletter (Wildcat Word) and on our website in both English and Spanish. The policy will be reviewed and updated throughout the year.

3.2: Offer flexible number of parent involvement meetings

Parent family engagement meetings and activities will be offered throughout the year on the campus. The PFE committee will meet on the 1st Monday of each month. Below are tentative meetings/activities scheduled for parents:

- POM (Parent on the Move) Volunteer Meeting
- Title I Annual Meeting
- STAAR Parent Informational Meeting
- Open House /School Parent Compact
- Fathers take your children to school
- Parent conferences (Varies)
- Father - Daughter Dance
- Mother - Son Brunch
- Grandparents Breakfast
- Winter Wonderland
- Multicultural Festival

Demographics

Committee Role	Name	Position
Classroom Teacher	Angela Glynn	Committee Co-chair
Classroom Teacher	Daondria Wilson	Committee Co-chair
Classroom Teacher	Vitoria Amie	Committee Member
Classroom Teacher	Stefan Baker	Committee Co-chair
Classroom Teacher	Gemma Calvo	Committee Member
Classroom Teacher	Shawn Collins	Committee Member
Classroom Teacher	Vanessa Davis	Committee Member
Classroom Teacher	Michael Dawson	Committee Member
Classroom Teacher	James Days	Committee Member
Classroom Teacher	Skyesha DeGrasse	Committee Member
Classroom Teacher	Dindo Delosa	Committee Member
Classroom Teacher	Kimberly Edwards	Committee Member
Classroom Teacher	Reginald Harris	Committee Member
Classroom Teacher	Vincent Jackson	Committee Member
Classroom Teacher	LaShandrea Johnson	Committee Member
Classroom Teacher	Kimberly Lane	Committee Member
Classroom Teacher	Jamie Loera	Committee Member
Classroom Teacher	Jacklyn Nance	Committee Member
Classroom Teacher	Leonard Porter	Committee Member
Classroom Teacher	Britni Rose	Committee Member
Non-classroom Professional	Juliana Sanchez	Committee Member
Classroom Teacher	Sean Sherrard	Committee Member
Classroom Teacher	Miguel Stonecipher	Committee Member
Classroom Teacher	Nadosha Strickland	Committee Member
Classroom Teacher	Debora Willis	Committee Co-chair

Student Achievement

Committee Role	Name	Position
Classroom Teacher	Celeste Cole	Teacher
Classroom Teacher	Shonda Dudley	ELAR Department Chair
Classroom Teacher	Rolandrea Flannel	Teacher
Classroom Teacher	Lacy Verdun	Co-Teacher
Classroom Teacher	James Arceneaux	Teacher
Classroom Teacher	Vanessa Broussard	Teacher
Classroom Teacher	Chris Crump	Teacher
Classroom Teacher	Nancy Delosa	Teacher
Classroom Teacher	Dennis Dietz	Teacher
Classroom Teacher	Richelle Dillingham	Teacher
Classroom Teacher	David Gonzalez	Teacher
Classroom Teacher	Vicente Huerta	Teacher
Content Specialist	Tera Marburgh	Content Specialist
Classroom Teacher	Dariana Medina	Teacher
Classroom Teacher	Nelson Melo	Teacher
Classroom Teacher	Holly Wotring	Social Studies Department Chair
Content Specialist	Katrina Johnson	Content Specialist
Classroom Teacher	Kashekia Smith	Teacher

Processes and Programs

Committee Role	Name	Position
Classroom Teacher	Gerard Bible	Teacher
Classroom Teacher	Shaun Bijani	Teacher
Classroom Teacher	Ra'Nesha Graham	Teacher
Classroom Teacher	Tiffani Johnson	Teacher
Classroom Teacher	Frederick Pickrom	Teacher
Classroom Teacher	Shelby Williams	Teacher
Classroom Teacher	Claudina Anderson	Teacher
Classroom Teacher	Lynita Buckmire	Teacher
Classroom Teacher	Eugenio Fabelo	Teacher
Classroom Teacher	Crezetta Guess	Teacher
Classroom Teacher	Dallas Jackson	Teacher
Classroom Teacher	Tayler Jefferson	Teacher
Classroom Teacher	Andy Linder	Teacher
District-level Professional	Tracy Schmidt	ESL Content Specialist
Classroom Teacher	Lance Soders	Teacher
Classroom Teacher	Tiffany Wright	Teacher

Perception

Committee Role	Name	Position
Counselor	Nicole Boston	
Counselor	Angie Cruz	
Classroom Teacher	Kenneth Loving	
Classroom Teacher	Tim Collier	
Classroom Teacher	Shaun Bijani	
Classroom Teacher	Womisha Tatum	
Classroom Teacher	Samantha Long	
Classroom Teacher	Vanessa Davis	
Classroom Teacher	Aaron Perrault	
Classroom Teacher	Avery Wilson	
Administrator	Corey Roberts	
Classroom Teacher	Keisha Batiste	
Administrator	Nicole Newsome	

Campus Funding Summary

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	4	\$450 (\$75 per team) for awards and food (donuts, cookies and punch) for celebration		\$450.00
9	1	10	\$250 for certificates and medals		\$250.00
9	1	11	\$225 for gift cards		\$225.00
9	2	4	\$450 (\$75 per team) for awards and food for celebration		\$450.00
9	2	5	Pizza		\$406.00
9	3	1	\$2000 for entertainment (Inflatables, bull rides, zip line and dj)		\$2,000.00
9	3	2	\$200 for gift cards		\$200.00
9	3	3	\$225 for gift cards		\$225.00
9	4	1	\$300 for gift cards		\$300.00
9	4	2	\$450 (\$75 per team) for awards and food for celebration		\$450.00
Sub-Total					\$4,956.00
Budgeted Fund Source Amount					\$102,959.00
+/- Difference					\$98,003.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,999.00
+/- Difference					\$27,999.00
Grand Total					\$4,956.00

Addendums