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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 to 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.

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Revised/Approved: June 21, 2023

## Demographics Summary

Cunningham Middle School opened on the 29<sup>th</sup> of August 1982 to serve students in grades six through eight; since 2000, the campus has served seventh and eighth-grade students in

## 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:** Social emotional learning competencies are lacking in students which causes disciplinary and culture issues. **Root Cause:** Students are not buying into the current social emotional learning practices.

## Student Learning Summary

STAAR Spring 2022 (Preliminary Scores)

Grade 7 Reading								
Campus	# Testers	# Appr	% Appr	# Meets	% Meets	# Masters	% Masters	Component
CMS	419	365	76%	224	47%	125	26%	50%
Grade 7 Math								
	# Testers	# Appr	% Appr	# Meets	% Meets	# Masters	% Masters	Component
CMS	403	218	54%	74	18%	21	5%	26%
Grade 8 Reading								
	# Testers	# Appr	% Appr	# Meets	% Meets	# Masters	% Masters	Component
CMS	505	370	73%	240	48%	150	30%	50%
Grade 8 Math (with 7th-grade Advanced)								
	# Testers	# Appr	% Appr	# Meets	% Meets	# Masters	% Masters	Component
CMS	500	330	66%	180	36%	60	12%	38%
Grade 8 Science								
	# Testers	# Appr	% Appr	# Meets	% Meets	# Masters	% Masters	Component
CMS	505	311	62%	161	32%	54	11%	35%
Grade 8 Social Studies								
	# Testers	# Appr	% Appr	# Meets	% Meets	# Masters	% Masters	Component
CMS	505	188	37%	62	12%	34	7%	19%

## Student Learning Strengths

Teachers use expert instructional delivery, administering ongoing assessments and providing needed interventions.

Teachers plan interventions for students based on their needs. Interventions are flexible and changed based on student needs.

Teachers are employing the DDI process and the use of data to improve lesson planning and instructional delivery.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** There needs to be improved consistency among instructional practices specifically with continuing implementation of Kagan and fundamental five practices, employing cross-curricular strategies to derive at correct responses, and the use of individualized content exemplar will increase the areas of meets and masters scores. **Root Cause:** There is a not a consistency of instructional practices across content areas.



## **School Processes & Programs Summary**

## 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. CMS is perceived to have strong academics and new teachers feel supported by the New Teacher Mentor Program. Teacher and student attendance incentive programs at CMS are effective. We have a high focus on college and career readiness and we take pride in utilizing various outreach and inclusion programs to meet students' social, physical, and academic needs.

## Perceptions Strengths

- CMS staff build good relationships with students, which causes good student interaction
- CMS hosts events that build relationships between students and staff, which allows students to see us outside of the classroom
- CMS provides food to the community with constant Paw Pantry distributions. (Partnered with Houston Food Bank)
- 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 uses various modes of communication with parents

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** CMS parents/guardians need continuous training and support in our various technology platforms. **Root Cause:** Parents lack of confidence in technology.