

# Cunningham Intermediate School

2022 - 2023

Jennifer Paepke  
910 Townline Ave.  
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years of Experience - Total Years in Education / Years in SDB / Years at Cunningham
Christina Tamborini	4th Grade	23 / 4 / 4
Jamie Harrison	5th Grade	36 / 6 / 6
Kevin Vechinsky	6th Grade	20 / 3 / 3
Katie Kincaid	7th Grade	15 / 13 / 7
Heather Dray	8th Grade	14 / 12 / 9
Michael Carpenter	Exploratory	5 / 4 / 4
Olivia Ramirez	Special Education / PBIS coach	7 / 4 / 4
Christine Buck	Literacy Instructional Coach	45 / 2 / 1
Susan Spencer	STEM Instructional Coach	28 / 28 / 1
Jennifer Choate	Academic Interventionist	22 / 1 / 1
Charlene Huttner	Student Services	4 / 1 / 1
Tasha Latin	Assistant Principal	22 / 15 / 9
Stephanie Ford	Assistant Principal	18 / 3 / 1
Jennifer Paepke	Principal	27 / 10 / 4

# Beliefs, Mission, Vision and Values

## Beliefs

- Positive - We use positive attitudes, words and actions toward everyone, everywhere.
- Respect - We treat everyone with equity in our words and actions.
- Ownership- We demonstrate accountability for ourselves and our actions.
- United - We are a TEAM! Together Everyone Achieves More!
- Driven - We set high goals, work hard, and power through challenges.

## Mission

As **PROUD** Cavaliers, we will promote **positive** growth for every student, **respect** diversity, share **ownership** in the learning process, **unite** with our families and community, and **drive** each student to thrive in an ever changing community.

## Vision

Preparing and inspiring every Cavalier to succeed in life and **positively** contribute to an ever-changing world

## Values

- Positive Outlook
- Respectful Approaches
- Ownership in Learning Process
- United in Serving All Students and Families
- Driven for Success

## Mottos / Taglines

- #PROUDcavaliers
- #CunningFAM

# What's your school's reimagined story...

State school's strengths and challenges as identified in your Needs Assessment reimagining your story:

Entering the 2022-23 school year, we recognize the challenges in front of us but optimistically approach our work to provide students and families an excellent educational opportunity.

Staff and families still express the loss they experienced with children out of full-time school and a return to last year's full schedule after COVID shut downs. Staff continued to struggle with the lack of consistent engagement, and felt defeated in their attempts to reach all students. We had a wide range of student experiences, and feared that their level of engagement may have furthered the gap in their achievement.

We enter the 2022-2023 school year with the greatest number of vacant teaching positions we have ever experienced, and this follows a year where subs were in short supply and teachers spent several of their prep periods covering as substitutes for their colleagues. This hole in our staffing has caused a sense of anxiety among all staff, yet we have worked together to face this challenge head on. We actively pursue applicants to enter the field of education through alternative pathways, and have gained substitute teachers with amazing hope and enthusiasm.

We have added several new staff, which brings another sense of hope through the sharing of ideas and resources from the schools, districts and communities they come from, and will work diligently to retain quality staff while recruiting excellent new staff. We emphasize the spirit of family, CuningFAM, among students, among staff, and among families. We continue to engage our community partners and look forward to making more connections to serve our students.

Rather than viewing the previous two years as a loss, we focus on meeting all stakeholders where they're at, and moving forward beside them.

We are excited to continue the work in Reading and Math through the ongoing work of MLSS teams, recognizing that EVERY staff member holds the capacity to be a leader, and share in leadership opportunities with their colleagues. Our continued work in implementing Restorative Justice Practices, as well as adopting new Social Emotional Learning Curriculum will be a bridge meant to provide opportunities for healing and repair, and increase time students are in the classroom learning, building strong relationships with the adults who serve them.

We are optimistic for the school year, rooted in lessons learned through history, successes to replicate, continued learning on the horizon, and success through our reciprocal belief in the collective potential of every staff member, every child in our care, and every family we serve. We are #PROUDcavaliers.

# Continuous Improvement Plan Goals

## Priority Area Literacy SMARTER Goal

(4/5th grade) Percentage of 4th and 5th grade Cunningham students who score proficient on the IRLA will increase by 25% from Fall to Spring during the 2022-2023 school year and at least 80% of students who receive Tier 3 MLSS support will experience at least 1.5 years growth according to the IRLA and as documented through data in Schoolpace.

(6-8 grade) 80% of 6-8 grade Cunningham students will meet or exceed their RIT growth goal on Literacy MAP testing during the 2022-2023 school year and 80 % of students who receive Tier 3 MLSS support will demonstrate at least 1.5 years growth according to the IRLA.

## Priority Area Mathematics SMARTER Goal

At least 80% of Cunningham students will meet or exceed their RIT growth goal on math MAP testing during the 2022-2023 school year and at least 80% of students receiving MLSS support will make accelerated growth.

## Priority Area Building Choice SMARTER Goal (i.e. climate and culture, students and parent engagement, club participation, etc.)

The goal of family engagement is to build strong and effective partnerships that can help children and families thrive. These partnerships are grounded in positive, ongoing, and goal-oriented relationships with families.

**During the 2022-2023 school year, 100% of Cunningham students or families will be engaged with the school.**

(% More positive communication and engagement for families)

## CONTINUOUS IMPROVEMENT PLAN

### Priority Area Literacy SMARTE Goal:

#### 1.0 What are your key Equity Audit takeaways (2 - 3) related to Literacy?

- Personalized instructional methods
- Assessment

#### 2.0 What are your key quantitative and qualitative data takeaways related to Literacy?

- IRLA data demonstrated through SchoolPace
- Forward Exam & MAPS data broken down by strands and student

#### 3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- If students are engaged, then they will benefit from explicit instruction and apply literacy skills independently.
- If teachers are utilizing high quality instructional methods, students will experience learning gains.

### Theory of Action Statement:

#### (SCHOOL) Literacy SMARTE Goal (Annual Growth):

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
Teachers will implement <a href="#">AVID strategies</a> (WICOR) across all content areas	Engagement	IRLA - <b>Writing</b> , Inquiry, Collaboration, Organization, <b>Reading</b>  <b>PowerGoals Aligned to WICOR Strategies?</b>	-AVID Team monthly meetings -Student use of planners -Classroom walkthroughs	
Teachers will engage in the PLC framework	Professional learning	<b>Use MAP Learning Progression to identify proximal RIT Band skills to focus during universal and tiered instruction</b>	-PLC attendance -Use of common agenda with essential question	
MLSS Implementation: Tier 2 strategies in classrooms	Engagement  Professional learning		-Progress monitoring documentation of students identified in tiered groupings	

<b>Parent / Family Engagement Strategies for SMARTE Goal:</b>			
<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>	<b>Success Indicator</b>	<b>Engagement Documentation</b>
Literacy family nights	Staff, students, families	Event attendance	Event sign in sheets
Information regarding curriculum, instructional practices, academic expectations and student progress will be shared regularly with families.	Staff and families	Feedback from families	Publications sent home

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
<b>Term</b>	<b>Evidence-Based Improvement Strategy</b>	<b>Data</b>	<b>State Adjustment or Maintenance of Effort</b>
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. Distribute planners and teach AVID lessons in organization</li> <li>2. Create staff calendar with PLCs and share common PLC template</li> <li>3. Tier 2 students identified early and begin progress monitoring</li> </ol>		
<b>Term 2</b>	<ol style="list-style-type: none"> <li>1.</li> </ol>		
<b>Term 3</b>	<ol style="list-style-type: none"> <li>1.</li> </ol>		
<b>Summative</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		



## CONTINUOUS IMPROVEMENT PLAN

### Priority Area Mathematics SMARTE Goal:

#### 1.0 What are your key Equity Audit takeaways (2 - 3) related to Mathematics?

- Personalized instructional methods
- Assessment

#### 2.0 What are your key quantitative and qualitative data takeaways related to Mathematics?

- Forward Exam & MAPS data broken down by strands and student
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#### 3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

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### Theory of Action Statement:

#### (SCHOOL) Mathematics SMARTE Goal (Annual Growth):

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
Teachers will implement AVID strategies (WICOR) across all content areas	Engagement		-AVID Team monthly meetings -Student use of planners -Classroom walkthroughs	
Teachers will engage in the PLC framework	Professional learning		-PLC attendance -Use of common agenda with essential question	
MLSS Implementation: Tier 2 strategies in classrooms	Engagement Professional learning		-Progress monitoring documentation of students identified in tiered groupings	

#### Parent / Family Engagement Strategies for SMARTE Goal:

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation





**Progress Monitoring including Evidence / Source**

(Document your school's progress throughout the year)

<b>Term</b>	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	<ol style="list-style-type: none"><li>1. Distribute planners and teach AVID lessons in organization</li><li>2. Create staff calendar with PLCs and share common PLC template</li><li>3. Tier 2 students identified early and begin progress monitoring</li></ol>		
<b>Term 2</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>		
<b>Term 3</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>		
<b>Summative</b>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>		

## CONTINUOUS IMPROVEMENT PLAN

**Priority Area - School Choice SMARTE Goal: (i.e. climate and culture, students and parent engagement, MLSS, etc.)**

<b>1.0 What are your key Equity Audit takeaways (2 - 3) related to School Choice SMARTE Goal?</b>				
<ul style="list-style-type: none"> <li>Families need to receive consistent and ongoing communication from school</li> <li>Families are not engaging in school events at a high rate of attendance / participation</li> </ul>				
<b>2.0 What are your key quantitative and qualitative data takeaways related to School Choice SMARTE Goal?</b>				
<ul style="list-style-type: none"> <li>SMORE newsletter views are approximately 30% per newsletter</li> <li>Events partnered with community agencies or events with a “take away” / benefit for attending result in higher participation</li> </ul>				
<b>3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?</b>				
<ul style="list-style-type: none"> <li>Consistent weekly SMORE newsletters will be sent in Spanish and English</li> <li>Activities will be planned in advance and communicated with parents coupled with personalized invitation and communication from both the school wide level, and the classroom teacher level</li> </ul>				
<b>Theory of Action Statement:</b>				
<b>(SCHOOL) Building Choice SMARTE Goal (Annual Growth):</b>				
<b>Evidenced-Based Improvement Actions / Strategies (2 - 3)</b>	<b>Equity Area Targeted Component(s) Addressed</b>	<b>Professional Learning/ Collaboration Focus</b>	<b>Success Indicator</b>	<b>Funding Source (Title I - IV or other)</b>
Students will actively engage in <b>SEL curriculum</b> daily throughout the year.	Relationship building with all students using equity and inclusion strategies	Professional development series of training with Marc Perry	Increase in school climate survey that students feel like teachers care about them; Decrease in minor office referrals related to disrespect and insubordination	Title 1 / Esser
Cunningham staff will implement the <b>school-wide behavior plan</b> with fidelity.	Students who identify as Black / African American are receiving discipline referrals and exclusionary discipline consequences at a rate higher than their White peers	Professional development series of training with Marc Perry; Admin training on difference between office managed and classroom managed behaviors	Increase in parent communication related to discipline at minor level; re-entry meetings for suspensions; decrease in classroom and office discipline referrals	

Students will use planners to document progress toward goals	Failure rate related to missing assignments	AVID Strategies	Decrease in failure rates and teacher reports of late assignments	Title 1 / Esser
<b>Parent / Family Engagement Strategies for SMARTER Goal:</b>				
<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>	<b>Success Indicator</b>	<b>Engagement Documentation</b>	
Family Engagement Calendar- (Provide link with events)	Staff, students, families	Event Attendance	-Attendance sign in sheets	
Lunch with CuningFAM- families invited to have lunch with students on Wednesdays and Fridays	Staff, students, families	Event Attendance	-Lunch sign in sheets	

**Progress Monitoring including Evidence / Source**

(Document your school's progress throughout the year)

<b>Term</b>	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. Design and implement regular <b>school-sponsored events and activities</b> while focusing on removing identified potential barriers to family engagement.</li> <li>2. Track school-sponsored event and activity <b>attendance</b>.</li> <li>3. Create, distribute and encourage <b>regular, two-way communication</b> with families focusing on equity and potential barriers to communication.</li> </ol>		
<b>Term 2</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		
<b>Term 3</b>	<ol style="list-style-type: none"> <li>1.</li> </ol>		
<b>Summative</b>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>		

# School Title I Components Checklist

<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent / Guardian Meeting             <ul style="list-style-type: none"> <li><input type="checkbox"/> (Hyperlink Presentation)</li> <li><input type="checkbox"/> (Hyperlink Invitation to ALL Families)</li> <li><input type="checkbox"/> Meeting Date _____</li> <li><input type="checkbox"/> Meeting Time _____</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Family Engagement Plan (Areas Identified in CIP)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Hyperlink Website Link</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Compact             <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Compact Document</a></li> <li><input type="checkbox"/> Return Rate Data (Hyperlink)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish             <ul style="list-style-type: none"> <li><input type="checkbox"/> Callout</li> <li><input type="checkbox"/> Newsletter (Hyperlink)</li> <li><input type="checkbox"/> Website</li> <li><input type="checkbox"/> Weekly Classroom Communication via LMS or other means</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> CIP Aligned Title I Budget Submitted</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Suggestion Box present in each school's Main Office</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites</li> </ul>