

Birdville Independent School District
Cheney Hills Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of Cheney Hills Elementary is to empower our diverse community by creating a welcoming environment that provides impactful learning experiences for students so that they can realize their value and potential on their own journey to academic excellence.

Vision

Our vision is to be a school of excellence where our students are inspired to learn and engage through extraordinary experiences, preparing them for an ever-changing, diverse society.

Core Beliefs

We believe kids come first.

We believe we have the power to change lives.

We believe in providing every student an opportunity to learn and grow.

We believe that fostering positive relationships along with a growth mindset is essential to student success.

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Comprehensive Needs Assessment

Revised/Approved: May 19, 2021

Demographics

Demographics Summary

Students

This Title I campus serves approximately 610 students, of which 62% are Hispanic, 22% White, 8% Black/African American, 3% Asian, and 4% of other races. The percentage of Hispanic students has steadily increased while the percentage of White students has decreased. The campus currently has 85% percent of the students qualifying for free and/or reduced lunch, a steady increase over previous years. English Language Learners represent about 62% of the student population. Special Education serves roughly 14% of students in K-5.

Our mobility rate is 25%, about 4% higher than the state average. Our attendance rate holds steady at just over 94%.

Teachers

A total of 84 staff members are employed by the campus in 2020-2021 school year. Of those staff, 89% were female, 11% were male, 61% were White, 35% were Hispanic, 4% were American Indian.

Teachers have an average of 13 years of experience in education and 8.5 years in the district. Of these, 25% had fewer than 5 years experience in education, 28% had 6-10 years experience, 33% had 11-20 years experience, and 14% had more than 20 years experience. A total of 72% of teachers held Bachelor's degrees, and 28% held Master's degrees.

Demographics Strengths

Cheney Hills Elementary is a brand new facility finished in August of 2021. The campus combines two former district elementary campuses Major Cheney and Richland Hills. Our building is named after Major Cheney who was an educational pioneer in the late 1800's. He donated hundreds of acres and petitioned Birdville ISD to construct a school that would serve African Americans for several decades. His great great granddaughter currently serves on the BISD School Board. The latter part of the school name comes from being located in Richland Hills.

Cheney Hills has many strengths:

- A stable staff. The majority of staff has been employed by the district for 10 years or more.
- A diverse ethnic student population
- A good balance of new and experienced teachers
- A large number of staff is bilingual

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overall attendance percentage for 2020-2021 was below 94%. Our goal each year is 96%. **Root Cause:** Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues. Our attendance was negatively impacted by the Covid 19 pandemic. Students and staff were required to stay home and quarantine if they were exposed or experienced symptoms of Covid. Over 500 days were missed due to the pandemic.

Problem Statement 2: CHES needs a more male teachers. **Root Cause:** We have not received many qualified male applicants to our posted positions. We typically have a low turnover of current staff, so we are only able to bring in a few new staff members each year.

Student Learning

Student Learning Summary

Due to the Covid 19 pandemic, the STAAR test was not given in 2020, so the only comparative data we have is from 2019. Almost all content areas and grade levels decreased from 2019. We believe that remote instruction and frequent student and staff absences during the 2020-2021 school year had a tremendous negative impact on our student achievement.

The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 **Major Cheney Elementary School** met the target with a TELPAS progress rate of **49%**. In 2020-2021 **Major Cheney Elementary School** again met the target with a TELPAS progress rate of **45%**. In comparing the progress rate from 2019 and 2021, **Major Cheney** demonstrated a **4% point decrease** in students' English Language Proficiency Status. The English Language Proficiency Status target measure set by the state for the TELPAS progress is **36%**. In 2018-2019 **Richland Elementary School** met the target with a TELPAS progress rate of **44%**. In 2020-2021 **Richland Elementary School** there were less than 25 EL students tested; therefore, there is no English Language Proficiency data available for the campus. Due to lack of data in 2021, a comparison for **Richland** is unable to be made.

Subject	Campus	Campus	Campus	District
Major Cheney 18-19	Approaches	Meets	Masters	Approaches
3rd Grade-Reading	69%	42%	25%	79%
3rd Grade-Math	73%	40%	20%	83%
4th Grade-Reading	73%	29%	11%	81%
4th Grade-Math	87%	53%	29%	79%
4th Grade-Writing	65%	31%	0%	71%
5th Grade-Reading	88%	57%	32%	92%
5th Grade-Math	98%	73%	52%	94%
5th Grade-Science	86%	63%	30%	84%

Subject	Campus	Campus	Campus	District
Richland 18-19	Approaches	Meets	Masters	Approaches
3rd Grade-Reading	72%	44%	28%	79%
3rd Grade-Math	78%	31%	9%	83%
4th Grade-Reading	77%	43%	17%	81%
4th Grade-Math	81%	58%	52%	79%
4th Grade-Writing	71%	42%	10%	71%
5th Grade-Reading	98%	40%	24%	92%
5th Grade-Math	98%	60%	40%	94%
5th Grade-Science	90%	57%	31%	84%

Subject	Campus	Campus	Campus	District
Major Cheney 20-21	Approaches	Meets	Masters	Approaches
3rd Grade-Reading	41%	9%	0%	73%
3rd Grade-Math	35%	15%	9%	69%
4th Grade-Reading	38%	13%	4%	65%
4th Grade-Math	20%	13%	7%	58%
4th Grade-Writing	27%	11%	0%	55%
5th Grade-Reading	52%	29%	21%	77%
5th Grade-Math	53%	35%	16%	77%
5th Grade-Science	53%	16%	5%	70%

Subject	Campus	Campus	Campus	District
Richland 20-21	Approaches	Meets	Masters	Approaches
3rd Grade-Reading	56%	24%	7%	73%
3rd Grade-Math	54%	20%	5%	69%
4th Grade-Reading	60%	36%	14%	65%
4th Grade-Math	67%	52%	38%	58%
4th Grade-Writing	51%	23%	9%	55%
5th Grade-Reading	70%	45%	20%	77%
5th Grade-Math	78%	56%	26%	77%
5th Grade-Science	70%	37%	11%	70%

Student Learning Strengths

Cheney Hills students performed at higher levels with increased attendance when attending school face-to-face. Our face-to-face students made progress throughout the year in all areas of reading, quickly regaining knowledge lost during the Covid-19 pandemic.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Cheney Hills students need to learn strategies to aid in making connections in math, reading, writing, and science. **Root Cause:** Our students come to us from different backgrounds and educational experiences.

School Processes & Programs

School Processes & Programs Summary

Cheney Hills Elementary is a Title I school that provides extensive support and programs for students and staff. Staff are supported through professional learning opportunities guided by campus and district coaches. Teachers are also provided support by administrators and coaches through PLC coaching cycles and T-TESS walk-throughs. In addition to professional learning, weekly PLC meetings reinforce learning by analyzing data, sharing high yield strategies, discussing implementation, studying educational relevant articles, etc. Teachers practice strategies, share lessons and receive feedback from their team.

We are becoming a capturing kids hearts school. This is an initiative that we implemented at the beginning of the school year. Our teachers teach and discuss the 7good things that happen throughout the day. Leadership opportunities are provided to students throughout the year, and students are encouraged to participate. Our commitment is to keep students at the center of all our actions and decisions.

School Processes & Programs Strengths

- Capturing Kids Hearts School
- Strong bilingual program
- Instructional coaches to lead professional development and administrators to provide timely feedback
- Curriculum planning times for teams and with opportunities for collaboration
- Student Management System built on teacher responsibility
- CHAMPS is used campus-wide for procedures, routines, and expectations

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are not reaching their potential in academic achievement. **Root Cause:** Implementation of key instructional strategies such as goal setting and reflection, workshop model, and formative assessment are not consistent within the class or across campus.

Perceptions

Perceptions Summary

Since we are a new school, we are focused on building a sense of community on campus. Both Major Cheney and Richland Hills had strong school communities in the past. The challenge is merging the two cultures and creating a sense of trust that turns two communities into one stronger school community.

Perceptions Strengths

- Both staff surveys from the previous school year indicated staff was engaged and highly satisfied with their work environment
- Over 95% of parents indicated their child felt safe at school
- Over 95% of students said their teacher cares about them and their success

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents from Major Cheney Elementary and Richland Elementary had concerns regarding teacher communication. **Root Cause:** Parents have differing technical abilities to access electronic devices and apps. Teachers use a variety of apps to communicate with parents, instead of a whole school communication program, sometimes leading to confusion.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.





Performance Objective 1: All students will make at least one year's progress in reading as measured by the Benchmark Assessment System.

Targeted or ESF High Priority

Evaluation Data Sources: BAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to support the implementation of Reading Strategies including vocabulary and comprehension strategies.</p> <p>Actions: 1) Provide model lesson as needed 2) Provide training and pictures/video of implementation 3) Discuss and monitor usage during PLCs 4) Document usage during administrative walkthroughs</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills.</p> <p>Actions: Teachers will be provided training in the use of Thinking Maps and the critical thinking processes. The campus will utilize an implementation time-line that teaches the 8 thinking processes and the use of maps during the first eight weeks of school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Thinking Maps Binders/Training - 211 - Title I - \$14,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Lessons will be designed using the workshop model as an instructional framework.</p> <p>Actions: 1) Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 3) Guided Reading will be an instrumental piece to an effective workshop. 4) Students will have choice in the selection of texts to work on mastery of the daily learning target.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Professional Development - 211 - Title I - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students not meeting the standard on the third and fourth grade Reading or Writing STAAR assessment will participate in accelerated instruction.</p> <p>Actions: 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI</p> <p>Staff Responsible for Monitoring: Academic Coach, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$41,264, Tutors - ESSER - \$36,000, Tutors - 211 - Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will be consistent in the use of data to inform instructional decisions.</p> <p>Actions: 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.</p> <p>Staff Responsible for Monitoring: Principal, Academic Coach, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
Strategy 6: Accelerated Learning will be provided to all 4th and 5th grade students who didn't meet minimum expectations on the 2021 STAAR assessment. Staff Responsible for Monitoring: Administration, Teachers Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: All students will make a minimum of one year's progress in math as measured by STAR, STAAR, or CLI.

Evaluation Data Sources: STAAR, STAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Lessons will be designed using the workshop model as an instructional framework.</p> <p>Actions: 1) Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 3) Guided Math will be an instrumental piece to an effective workshop. 4) Students will have choice in the selection of centers to work on mastery of the daily learning target.</p> <p>Staff Responsible for Monitoring: Academic Coach, principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills.</p> <p>Actions: Teachers will be provided training in the use of Thinking Maps and the critical thinking processes. The campus will utilize an implementation time-line that teaches the 8 thinking processes and the use of maps during the first eight weeks of school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction.</p> <p>Actions: 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI</p> <p>Staff Responsible for Monitoring: Academic Coach, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$116,481</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will be consistent in the use of data to inform instructional decisions.</p> <p>Actions: 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Professional Development - 211 - Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Accelerated Learning will be provided to all 4th and 5th grade students who didn't meet minimum expectations on the 2021 STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: All students in grades pre kindergarten - third grade will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and math.

A) English Learners will meet the TELPAS progress rate of 50% for the 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: STAAR, CLI, TELPAS





Strategy 1 Details	Reviews			
<p>Strategy 1: A daily 60 minute block will be included in the master schedule to respond to the academic needs of all students in Tiers 1, 2, & 3.</p> <p>Actions: 1) Build WIN time into each grade level schedule 2) Use data from common assessments, benchmarks, and interims to drive instruction during this block. 3) Utilize campus/district resources such as Galaxy, Prodigy, Edgenuity for instructional activities 4) Use small group instruction as the cornerstone for closing the academic deficit</p> <p>Staff Responsible for Monitoring: Principal, Academic Coach, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement weekly instructional collaborative team planning.</p> <p>Actions: 1) The campus will operate as a professional learning community. 2) Staff will analyze student work and performance data. 3) Staff will use the 4 PLC questions to guide our work.</p> <p>Staff Responsible for Monitoring: Administration, LOLs</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 4: By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

HB3 Goal

Evaluation Data Sources: CLI





Strategy 1 Details	Reviews			
<p>Strategy 1: Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum.</p> <p>Actions: 1) Use data to guide instruction and remediation. 2) Utilize scholastic as primary instructional resource.</p> <p>Staff Responsible for Monitoring: Administration, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data).

HB3 Goal





Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
Strategy 1: Daily Word Study/Phonics Instruction Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: By June 2022. the campus attendance rate will be 96% or higher.





Evaluation Data Sources: PEIMS Attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will contact all parents within the first 2 weeks of school to welcome families and talk about the importance of coming to school every day. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will celebrate attendance during 6 week assemblies and give away prizes for students hitting attendance goals. Staff Responsible for Monitoring: Attendance Clerk, Counselor, Assistant Principal Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.





Performance Objective 2: During the 2020-2021 school year, the campus will hold a minimum of four family engagement nights.

Evaluation Data Sources: Schedule
Agenda

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will have multiple opportunities for parents to be involved in their child's education.</p> <p>Actions: 1) Meet the Teacher 2) Curriculum/Title I Information Night 3) Literacy Night 4) STEM Night 5) School Musical 6) Winter Holiday Performance 7) PTA Meetings</p> <p>Staff Responsible for Monitoring: Administration, Teachers, PTA</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$2,556</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.





Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of the Harmony curriculum. Actions: 1) Develop a 90 Implementation plan. 2) Utilize character lessons to increase awareness of quality character traits. 3) Implement Principal Book of the Month to highlight quality character traits for students. Staff Responsible for Monitoring: Counselor, Administration Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will implement Capturing Kids Hearts to build positive relationships between staff and students. Actions: 1) Create a class social contract 2) Build school community through sharing good things Staff Responsible for Monitoring: Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Reduce the cost of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.

Evaluation Data Sources: Annual Review of WC Cases

Strategy 1 Details	Reviews			
Strategy 1: Comply with all training required by the district for safety. Actions: 1) Monitor completion of required trainings. 2) Model safe working procedures. 3) Share district resources with staff. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Cheney Hills Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Cheney Hills Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hanna DeArmond	Dyslexia Teacher	1
Vickie Kammerlocher	Dyslexia Teacher	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in April and May 2021 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Kelli Maikel	Administrator	kelli.maikell@birdvilleschools.net	Edit Delete
Shane Conklin	Principal	shane.conklin@birdvilleschools.net	Administrator Edit Delete
Stacy Winans	PreK	stacy.winans@birdvilleschools.net	Classroom Teacher Edit Delete
Perla Gallardo	Kindergarten	perla.gallardo@birdvilleschools.net	Classroom Teacher Edit Delete
Frances Mancera	First Grade	frances.mancera@birdvilleschools.net	Classroom Teacher Edit Delete
Nilsa Hernandez	Second Grade	nilsa.hernandez@birdvilleschools.net	Classroom Teacher Edit Delete
Dakota Smith	Third Grade	dakota.smith@birdvilleschools.net	Classroom Teacher Edit Delete
Lisa McFaddin	Fourth Grade	lisa.mcfaddin@birdvilleschools.net	Classroom Teacher Edit Delete
Michelle Bertucci	Fifth Grade Teacher	michelle.bertucci@birdvilleschools.net	Classroom Teacher Edit Delete
Casey Daniel	PE	casey.daniel@birdvilleschools.net	Classroom Teacher Edit Delete
Brandy Reed	Special Education	brandy.reed@birdvilleschools.net	Classroom Teacher Edit Delete
Candiss Blaze	Business	candiss360@yahoo.com	Business Representative Edit Delete
Sid Sebring	Easy Rider Inc.	sid.sebring@gmail.com	Business Representative Edit Delete
Jessica Bolugnas	Parent	jbolugnas@gmail.com	Parent Edit Delete
Casey Orr	Community Member	casey.orr@academy4.org	Community Representative Edit Delete
Joseph Lalrinmawia	Community Member	jlalrinmawia77@gmail.com	Community Representative Edit Delete
Rubicela Aguilar	Parent	raguilar@gmail.com	Parent

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

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

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, over 80% of students were identified as at-risk based on one or more of the following criteria:

- (1) low performance on a readiness test or assessment instrument
- (2) semester failure of two or more academic subjects
- (3) grade retention
- (4) lack of satisfactory performance on state-mandated testing
- (5) pregnancy or parenthood
- (6) placement in an alternative education program
- (7) expulsion
- (8) parole, probation, deferred prosecution, or conditional release
- (9) drop out status
- (10) limited English proficiency
- (11) custody or care of the Department of Protective and Regulatory Services
- (12) homelessness
- (13) residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- ? Whole Child Initiative
- ? Conscious Discipline
- ? Workshop Model
- ? Sheltered Instruction
- ? Leveled Literacy Intervention
- ? Social Skills Training

Increased learning time is provided through RTI intervention programs, Accelerated Learning, and targeted tutorials.

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

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

3.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Wednesday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2021-22:

- ? August Refresh Back to School Event (Friday 9:00-11:00) at WG Thomas Coliseum
- ? August Meet the Teacher Night on campus August 17
- ? September Title I Meeting September 15 on campus
- ? November Literacy Event on campus
- ? Spring Book Fair (Monday through Thursday 8:00-5:00) on campus
- ? January STEM Event (Thursday/Friday) on campus
- ? March Open House on campus
- ? March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- ? April Family Engagement Policy and Compact Revision on campus
- ? May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arely Juarez	Math Interventionist	Title I	1
Melinda Perkins	Tutor	Title I Math Reading Tutor	
Mildred Morales	Reading Interventionist	Title I	1
Ronda Harlin	Math Interventionist	Title I	.5

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Intervention Personnel		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$20,000.00
1	1	2	Thinking Maps Binders/Training		\$14,000.00
1	1	3	Professional Development		\$20,000.00
1	1	4	Intervention Personnel		\$41,264.00
1	1	4	Tutors		\$10,000.00
1	2	1	Instructional Resources		\$20,000.00
1	2	3	Intervention Personnel		\$116,481.00
1	2	4	Professional Development		\$10,000.00
2	2	1	Family Engagement		\$2,556.00
Sub-Total					\$254,301.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutors		\$36,000.00
Sub-Total					\$36,000.00
Grand Total					\$290,301.00

Addendums



Statement of Purpose

The school-parent compact is a written agreement between the Title I, Part A school and the families of children it serves that identifies how families, teachers and school staff, and students will share responsibility for improved academic achievement. The compact also outlines the means by which the school and its parents/families will build and develop a partnership to help children achieve the State's high standards.

School Responsibilities

As a campus, our teachers and staff will support the learning of all students by:

- Providing high-quality curriculum and instruction that enables children to meet the State's academic achievement standards.
- Providing a supportive and effective learning environment.
- Engaging in meaningful, two-way communication in a language that family members can understand.
- Holding parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Providing families with frequent reports on their child's progress.
- Providing reasonable access to staff, including opportunities to volunteer, participate in the child's classroom, and observe classroom activities.
- Engaging parents in annual planning, review, and improvement of the school-parent compact.

Parent Responsibilities

As a parent/guardian/family member, I will support my child's learning in the following ways:

- Monitoring my child's academic progress.
- Participating in decision-making related to my child's education.
- Attending school functions including conferences, school events, PTA, etc.
- Communicating with the school on an ongoing basis.

Student Responsibilities

As a student, I will take ownership in my learning by:

- Cooperating with others.
- Working hard to achieve my goals.
- Demonstrating character by displaying the C.O.R.E. values which include responsibility, empathy, kindness, honesty, acceptance and courage.
- Being confident and the best I can be.
- Being respectful to myself, my teachers and my classmates.



CHENEY HILLS ELEMENTARY SCHOOL

TITLE I, PART A PARENT AND FAMILY ENGAGEMENT POLICY

Statement of Purpose

The purpose of the Cheney Hills Elementary Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Cheney Hills has adopted the policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. The campus will work to build capacities of the school staff, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

Goals

- Schools promote regular, two way communication between home and school
- Parents, families, educators, and community members assist in improving student achievement by supporting family involvement in the education of their children
- Schools provide a safe and open atmosphere for parents and families to visit the school their children attend and to actively encourage parent and family support and assistance for school programs
- Schools and staff develop and deliver timely information and training to parents, including language classes
- Schools respond to such barriers as language, culture, education levels and work schedules of parents and families that may limit opportunities to participate fully in the education of their children
- Parents and families support their children's learning at home and in school and serve as their children's advocate
- Schools disseminate information to parents on all required Title 1 notifications

Annual meeting

Cheney Hills will hold an annual parent meeting to educate parents about Title I funding and how it will be used to support the parent and family engagement. Birdville ISD will support the efforts of Title I, Part A schools by providing PowerPoint presentations, simultaneous translation equipment, communication tools, translators, childcare, and printing. The campus will host a flexible number of meetings with parents throughout the school year. A primary goal of these meetings will be to establish parents as equal partners in their child's academic achievement.



Parents' Right to Know

Cheney Hills Elementary will provide parents with an annual notification that outlines the parents' right to know about the professional qualifications of the classroom teachers who instruct their child, as well as any paraprofessionals who provide services to the child.

Building Capacity for Parent-School Partnerships

Through the district's parent liaisons and staff, Birdville ISD will provide the following services to parents:

- Training for parents in understanding students' state and local assessment and screener results
- Other parent trainings based on identified needs and requests
- Links to external agency resources, as needed
- Parenting skills classes
- ESL classes
- Homework help training
- Translation services for homework
- Interpreter services for ARD, LPAC, PPCD evaluations, counseling, psychological evaluations, teacher/principal conferences with parents at Title I, Part A schools, district meetings, PTA, and others

To foster better collaboration with parents, Birdville ISD will also provide the following services to schools and district departments:

- Staff training regarding contributions parents make to their children's education
- Written translation services to schools and departments
- Communication tools and templates for promoting activities and services offered at Title I, Part A schools
- Other support as needed to assist Title I, Part A schools in planning and implementing effective parent and family engagement activities

School-Parent Compacts

Cheney Hills Elementary will jointly develop and share with parents a school-parent compact. The school-parent compact outlines how parents, staff, and students share the responsibility for improved student academic achievement. It also describes the necessary partnership that must develop between school and its families through regular two-way, meaningful communication. Each campus will undertake an annual collaborative review of its school-parent compact and make revisions as needed.

Cheney Hills has the responsibility to:

- Implement high-quality curriculum and instruction in a supportive and effective learning environment
- Utilize relevant sections of the school-parent compact to guide parent-teacher conferences



- Provide frequent reports to parents on their child's progress
- Offer parents reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities
- Initiate and respond to parent communications

Parent responsibilities to support their child's learning include:

- Ensuring regular attendance
- Participating in decisions related to their child's education
- Monitoring positive use of extracurricular time, establishing healthy habits, and modeling literacy at home
- Completing an online volunteer registration form and volunteering on campus, whenever practical
- Initiating and responding to school communications

Parent Engagement Evaluation

Each spring, Cheney Hills Elementary will assemble a team, including Title I parents, teachers, and staff members, to review the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, Cheney Hills Elementary will review the existing family engagement policy and make revisions as necessary.