Birdville Independent School District

Birdville Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Mission Statement

We are a community of life-long learners building a better future for all through consistent teamwork, collaboration, and communication.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Birdville Elementary School of Fine Arts is located in northeast Tarrant County in Haltom City, Texas. The campus serves approximately 450 students in grades prekindergarten through grade 5 of which 64% are Hispanic, 25% White, 5% Black/African American, 3% Asian, and 3% of other races. The percentage of students considered English language learners is currently 39%, at-risk students are 65%, and students who are considered economically disadvantaged equals 82%. These are above the district and state averages in these categories. 12.9% of students receive special education services.

Of the 34 teachers on the campus, 82% are female, 18% are male, 68% are White, 27% Hispanic and 3% are Black/African American. In the 2019-20 school year, 6% had 1 to 5 years experience, 45% had 6 to 10 years, 40% had 11 to 20 years, and 9% had more than 20 years of experience. In terms of highest college degree held, 100% of teachers hold a bachelor's degree, and 19% hold a master's degree.

Student attendance rate was 94.4% in 2021-2022.

Demographics Strengths

The overall attendance rate continues to be above the district and state averages.

We have a diverse student and staff population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students come with limited academic exposure which creates an additional challenge for instruction. **Root Cause:** Given the fact that we have 82% economically disadvantaged coupled with 65% at risk, there is a high correlation that this is impacting academic exposure.

Problem Statement 2 (Prioritized): Overall student attendance rates have decreased slightly over the past 3 years, despite incentive programs designed to increase attendance. **Root Cause:** Attendance has continued to fluctuate over the past two years due to situations caused by the pandemic (loss of job, mobility, absent/quarantine due to exposure, etc.).

Student Learning

Student Learning Summary

The 2021-2022 school year presented several obstacles for education. We had several students, particularly in the upper grades, who stayed online through November 1. We also had several students that had been online the entire previous year. This had a profound effect on academics and STAAR scores. We found that students were below expected grade level academics, they were lacking the ability to interact appropriately with peers, and fine motor skills were diminished. We began the year with a focus on SEL needs that transitioned into an academic focus.

All STAAR scores showed improvement over the previous year.

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Birdville Elementary School met the target with a TELPAS progress rate of 52%. In 2021-2022 Birdville Elementary School did not meet the target with a TELPAS progress rate of 27%. In comparing the progress rate from 2021 and 2022, Birdville Elementary demonstrated a 25% point decrease in students' English language development.

Student Learning Strengths

STAAR performance in all subjects and grades showed improvement. Third grade scores were dramatic, increasing 24 percentage points at approaches from 2021 to 2022 in math. During this same time the third grade reading scores increased 25% percentage points. There were similar increases at the meets and masters expectation levels.

BES received a rating of B.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers will need to deliberately integrate writing instruction into the reading language arts instruction to ensure students are prepared for the new assessment method. **Root Cause:** The STAAR writing assessment has been discontinued, and assessments starting next school year will integrate writing with the reading language arts test.

Problem Statement 2 (Prioritized): Students in all grade levels continue to experience gaps in learning due to Covid academic disruptions **Root Cause:** This will be the first year where we have started with all students in person. Consequences of Covid include academic difficulties, diminished social skills, and increased need to include fine motor skill activities.

School Processes & Programs

School Processes & Programs Summary

Birdville Elementary offers a wide range of programs to meet the unique needs of students. The percentage of students considered to be English language learners (ELL) is currently 39%, at-risk students are 65%, and students who are considered economically disadvantaged are 82%. These are all well above the district and state averages in these categories. Mobility rates have dropped from 17.7 % to 15.7%. This is still above the district and state average. 19.3% of students receive special education services and 5.6% of students are being served in the dyslexia program.

We have a comprehensive RtI program for intervention in grades K-5 to assist our Tier 2 & 3 students in making progress and to be as successful as possible. An RtI collaborative team has been assembled that meets throughout the year to discuss student progress and to identify ways in which we can best assist our students who are struggling. Additionally, we have various special programs to help in meeting the unique needs of our EL, Special Education, and Gifted students as follows:

- Self-contained AABLE classes for students identified with specific learning disabilities which require more intensive instruction
- ECSE classrooms for 3 and 4 year old students with specific learning disabilities.
- Special Education Resource classes and inclusion support for students identified with learning disabilities in various areas
- Dual Language classes for students who are English Learners and whose primary language is Spanish
- Advanced Academic classes for students who are identified at Gifted and Talented
- Dyslexic classes for students identified with dyslexia
- 2 reading interventionists
- 1 bilingual reading interventionist
- 1 math interventionist

Additionally, we are a School of Specialization in the Fine Arts. Therefore, all of our students are afforded the opportunity to participate daily in a fine arts area: Theater Arts, Music, Dance and Visual Arts. The addition of these classes has helped our students to be able to express themselves and to gain confidence outside of the core academic classrooms.

School Processes & Programs Strengths

Our teacher retention rate has been above 95% for the past 5 years. This is due to teacher recruitment, our interview process, and the support that staff receives once placed on our campus.   45% of our teachers have 6-10 years of experience, and 40% have 11-20 years of experience. 9% have 20+ years of experience.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): While our EL students continue to make progress, there is a gap between their overall academic performance and that of their non-EL peers.
Root Cause: Our district bilingual education program model has changed multiple times in the past 5 years. The previous model was not structured in a way to support DL students transitioning more successfully to English in the upper grade levels when the standards become much more rigorous. It also did not intentionally teach ESL strategies to bilingual students. Teachers have their ESL certification; however, there has not been as much focus on serving EL students within the general ed. classrooms.

Perceptions

Perceptions Summary

At BES, we have established core beliefs and a mission statement, which we revisit every school year. The Site Based Committee met to discuss topics relating to processes at BES. Topics included:

- Parent perception about their child's progress
- Parent perception regarding communication from the campus
- Parent perception regarding the impact of our Fine Arts program and intervention programs
- Parent perception of safety and our school-wide discipline program
- Parent perception regarding our Parent involvement Activities (Curriculum Nights, SLAM Night, Multicultural Night, Fine Arts Showcase; Fall Carnival, Field Day, Title I Parent Night)

Parents perception of the above were all positive. Parents were split on communication preferences, with some preferring social media while others like email. We will continue to use both. Parents expressed that they have confidence in the security at BES. Identification is required to enter the building. In addition, all classroom and exterior doors are locked at all times. We have a locked door that separates the main hallway from the academic classrooms. We are able to dismiss students from the building, keeping students inside the building until we hand them off to parents.

Students needing serious discipline intervention is well below the district/state averages. We had one office referral last year, and it was for an event that occurred off campus. Our Make Your Day program philosophy that students are responsible for their choices and that they must take ownership and accountability has positively contributed to this number. Additionally, the program requires parent involvement and everyone on campus has been trained and facilitates this program across all grade levels to include the cafeteria monitors, rotations teachers, and other staff members beyond the classroom.

Perceptions Strengths

We provide multiple opportunities for parents to become involved throughout the year not only directly on campus, but also at home in working with their children. Our PTA is growing each year, involving more parents on the board and with the Power Hour. This is a program that encourages all parents to volunteer for just one hour during the year. We also communicate with parents (both in English/Spanish) in a variety of ways to include weekly grade level newsletters, Peachjar, take-home planners, website, Facebook, emails, letters from the principal, monthly calendar of events, and phone calls. Our discipline program continues to be highly effective as is evidenced by discipline referrals being lower than average. Our teachers are able to implement all of our district initiatives in an effective and efficient manner, engaging students in relevant learning. Students also have responded well to the Fine Arts program. We feel this has positively impacted student attendance as our student and staff attendance rates continue to be high.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis. **Root Cause:** Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, many of our parents do not speak English, making them hesitant to volunteer and become involved.

Priority Problem Statements

Problem Statement 1: Students come with limited academic exposure which creates an additional challenge for instruction.

Root Cause 1: Given the fact that we have 82% economically disadvantaged coupled with 65% at risk, there is a high correlation that this is impacting academic exposure.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers will need to deliberately integrate writing instruction into the reading language arts instruction to ensure students are prepared for the new assessment method.

Root Cause 2: The STAAR writing assessment has been discontinued, and assessments starting next school year will integrate writing with the reading language arts test.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: While our EL students continue to make progress, there is a gap between their overall academic performance and that of their non-EL peers.

Root Cause 4: Our district bilingual education program model has changed multiple times in the past 5 years. The previous model was not structured in a way to support DL students transitioning more successfully to English in the upper grade levels when the standards become much more rigorous. It also did not intentionally teach ESL strategies to bilingual students. Teachers have their ESL certification; however, there has not been as much focus on serving EL students within the general ed. classrooms.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis.

Root Cause 5: Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, many of our parents do not speak English, making them hesitant to volunteer and become involved.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Overall student attendance rates have decreased slightly over the past 3 years, despite incentive programs designed to increase attendance.

Root Cause 6: Attendance has continued to fluctuate over the past two years due to situations caused by the pandemic (loss of job, mobility, absent/quarantine due to exposure, etc.).

Problem Statement 6 Areas: Demographics

Problem Statement 3: Students in all grade levels continue to experience gaps in learning due to Covid academic disruptions

Root Cause 3: This will be the first year where we have started with all students in person. Consequences of Covid include academic difficulties, diminished social skills, and increased need to include fine motor skill activities.

Problem Statement 3 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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

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 and participation data
- Male / Female 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
- 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Professional development needs assessment data

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 and mathematics literacy between the beginning and end of year.
a) In addition, all students in grades prekindergarten - 3rd will meet the progress monitoring targets for each demographic group in order to achieve the HB3 Board Goals in reading and mathematics.

HB3 Goal

Evaluation Data Sources: Fountas & Pinnell reading levels
CLI Engage - CIRCLE (prekindergarten), Renaissance STAR Assessments (mathematics, 1-5; reading, grades 3-5), M-Class Reading (k-2) TEA Interims (grades 3-5 reading and mathematics)

Strategy 1 Details			Reviews			
Strategy 1: Implement all components of the district literacy plan to including Guided Reading and Fountas & Pinnell Shared Reading.			**Formative**			**Summative**
			Nov	**Jan**	**Mar**	**June**
Actions: a) Provide training for all staff in the implementation of the district literacy initiatives. b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling literacy expectations within the classrooms to benefit all students. c)Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EL students. d) In grades 3-5, each content area teacher will implement a minimum of one reading strategy in collaboration with ELAR/SLAR teacher. e) In grades K-2, the identified reading strategies will be integrated across all content areas. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5 **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** General Funds - 199 - General Funds, Title 1 - 211 - Title I - $7,000						

Strategy 2 Details		Reviews		

Strategy 2: Provide reading and math intervention for tier 2 and tier 3 students.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Actions: a) New students will be identified who need additional assistance and intervention services will begin by the end of the 1st quarter.
b) Returning students on tier 3 will begin receiving intervention by the 4th week of the school year.
c) Title 1 tutors will work with classroom teachers to provide additional support for students on all tiers.
d) Utilize RTI process to identify and address academic and behavior needs of students throughout the year.
Staff Responsible for Monitoring: Principal

Title I:
2.4, 2.5, 2.6
Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1
Funding Sources: Intervention Personnel - 211 - Title I - $104,874, Tutoring - 211 - Title I - $30,000, Professional Development - 211 - Title I - $1,000, Instructional Resources - 211 - Title I - $8,459

Strategy 3 Details		Reviews		

Strategy 3: Implement system where classroom teachers administer progress monitoring assessments with fidelity for reading and math.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Actions: a) Continue to support and train teachers with the BAS assessment.
b) Grade level PLCs will develop common formative assessments to monitor students growth in math and reading. They will utilize the PDSA cycle to analyze data.
c) Teachers will work with academic coaches to develop instruction that is responsive to progress monitoring data.
d) Train and support teachers with mClass for reading and math in kindergarten and reading in first and second.
e) Train teachers and staff on the use of assessment data to inform instructional decisions.
f) Monitor the progress of students in prekindergarten through 5th grade through the use of RtI assessments (screeners and progress monitoring data).
g) Oversee the implementation of progress monitoring windows.
Staff Responsible for Monitoring: Principal

Strategy 4 Details		Reviews		

Strategy 4: Continue to implement campus PLCs with a focus on responsive teaching and continuous improvement.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Actions: a) conduct weekly campus PLCs to include instructional focus walks and debriefing sessions.
b) Infuse literacy-focused discussions into PLCs
Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Strategy 5 Details	Reviews			
Strategy 5: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Actions: Utilize resources to provide personnel, technology, and instructional materials.
    Staff Responsible for Monitoring: Principal
 	
    Funding Sources: Campus Personnel - 199 - General Funds: SCE - $46,387				

Strategy 6 Details	Reviews			
Strategy 6: Provide accelerated instruction to all students who did not meet expectations on the 2022 STAAR assessments.	**Formative**			**Summative**
Actions: Students will receive tutoring in small groups for a minimum of 30 hours in all areas of STAAR where they did not meet expectations. Tutoring will target current grade level TEKS.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Classroom teachers. **Funding Sources:** Title I tutors - 211 - Title I - $28,000, ESSER Tutors - ESSER - $39,672				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students come with limited academic exposure which creates an additional challenge for instruction. **Root Cause**: Given the fact that we have 82% economically disadvantaged coupled with 65% at risk, there is a high correlation that this is impacting academic exposure.

Student Learning
Problem Statement 1: Teachers will need to deliberately integrate writing instruction into the reading language arts instruction to ensure students are prepared for the new assessment method. **Root Cause**: The STAAR writing assessment has been discontinued, and assessments starting next school year will integrate writing with the reading language arts test.
Problem Statement 2: Students in all grade levels continue to experience gaps in learning due to Covid academic disruptions **Root Cause**: This will be the first year where we have started with all students in person. Consequences of Covid include academic difficulties, diminished social skills, and increased need to include fine motor skill activities.

School Processes & Programs
Problem Statement 1: While our EL students continue to make progress, there is a gap between their overall academic performance and that of their non-EL peers. **Root Cause**: Our district bilingual education program model has changed multiple times in the past 5 years. The previous model was not structured in a way to support DL students transitioning more successfully to English in the upper grade levels when the standards become much more rigorous. It also did not intentionally teach ESL strategies to bilingual students. Teachers have their ESL certification; however, there has not been as much focus on serving EL students within the general ed. classrooms.

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 at least one year's progress in writing between the beginning and end of year.

Evaluation Data Sources: Norma Jackson Rubric; STAAR Writing scores;
BOY/EOY District Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Implement all of the components of the district literacy plan specifically targeting writing to include a vertically aligned Writer's Workshop model. As a campus we must address not only idea formation but also conventions, revising and editing. We will also address how the STAAR redesign will affect writing instruction in all grade levels.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide training for all staff in the implementation of the specific pieces within the district literacy plan targeted at writing instruction. b) Utilize academic ELAR/SLAR coach in helping to provide on-going training, coaching, and modeling writing instruction expectations within the classrooms to benefit all students. c) In grades 3-5, each content area teacher will develop strategies during their PLC's in implementing writing within their content in collaboration with ELAR/SLAR teacher. d) In grades K-2, the district identified writing strategies will be integrated across all content areas. e) All staff will be required to attend the writing support meetings after school throughout the year. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Teachers will need to deliberately integrate writing instruction into the reading language arts instruction to ensure students are prepared for the new assessment method. **Root Cause**: The STAAR writing assessment has been discontinued, and assessments starting next school year will integrate writing with the reading language arts test.

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: Close achievement gaps that exist for all under-performing student groups as measured by state and district assessments.
a) Meet all progress monitoring targets for grades prekindergarten - 3rd in reading for all student groups as measured by a district approved monitoring instrument.
b) Meet all progress monitoring targets for grades prekindergarten - 3rd in mathematics for all student groups as measured by a district approved monitoring instrument.

HB3 Goal

Evaluation Data Sources: STAAR, and district CBA assessments

Historical performance by student subgroup on state and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, goal setting, PDSA process and data folders in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Provide all teachers with a timeline of specific expectations for the implementation of the CI components. b) Continue to support and monitor the implementation of the PDSA process and provide appropriate professional learning support. c) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. d) Meet regularly with all grade levels in PLC's to discuss formative data using the CI process. e) Monitor progress in the implementation of the CI components and provide feedback to teachers. f) Vertically align implementation of Continuous Improvement through Instructional Walks. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.4, 2.5				

Strategy 2 Details		Reviews			
Strategy 2: Identify and implement instructional strategies for EL students.		**Formative**			**Summative**
Actions: a) Utilize Ellevation to monitor EL students		**Nov**	**Jan**	**Mar**	**June**
b) Utilize the Dual Language/ESL Academic Coach to provide on-going training, coaching, and modeling literacy expectations specific to EL students. Teachers will meet with her regularly. c) Use TELPAS data to determine student status and intervention needs. d) Provide monitoring, feedback, training, and support for the implementation of the Dual Language Model. **Staff Responsible for Monitoring:** Principal, Academic Coach, Dual Language Coach **Title I:** 2.4 **Problem Statements:** School Processes & Programs 1					

Strategy 3 Details		Reviews			
Strategy 3: Provide multiple opportunities for parents and the community to be engaged in the educational process.		**Formative**			**Summative**
Actions: a) Parent Curriculum Night to give parents information on how to help their students be more		**Nov**	**Jan**	**Mar**	**June**
successful. b) Provide a Family STEAM Night where parents can learn about hands-on activities that they can do with their children. d) Provide multiple fine arts showcases/performances throughout the year ensuring that every child has an opportunity to be involved. e) Develop and distribute a campus Parental Involvement Policy. f) Electronically distribute Title I information to further explain the programs and services available to BES students. g) Hold a Kinder Kamp Parent Night for incoming kindergarten students at the end of the year. h) consider Jumpstart at beginning of year to acclimate K-1 students to school and building. **Staff Responsible for Monitoring:** Principal **Title I:** 2.6, 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Title I Family Engagement - 211 - Title I - $3,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 1**: While our EL students continue to make progress, there is a gap between their overall academic performance and that of their non-EL peers. **Root Cause**: Our district bilingual education program model has changed multiple times in the past 5 years. The previous model was not structured in a way to support DL students transitioning more successfully to English in the upper grade levels when the standards become much more rigorous. It also did not intentionally teach ESL strategies to bilingual students. Teachers have their ESL certification; however, there has not been as much focus on serving EL students within the general ed. classrooms. |

Perceptions
Problem Statement 1: While we offer a variety of opportunities for parents to become involved, we still struggle with getting them to be involved more on a consistent basis. **Root Cause**: Many of our students come from single parent family homes or homes where both parents work. Parents can also feel intimidated by the educational setting due to their own prior experiences. In addition, many of our parents do not speak English, making them hesitant to volunteer and become involved.

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: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

    Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
Strategy 1: Implement Character Strong curriculum for social-emotional learning. Utilize TBRI and campus based interventions to address student SEL needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: a) Classroom teachers will implement Character Strong lessons every Friday. b) The counselor will provide classroom guidance lessons weekly targeting social-emotional skills. c) Identified students will be placed in individual and/or social skills small group counseling to further support their social/emotional needs. d) Follow MYD protocols. e) Train faculty in TBRI. f) Utilize SCE-funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 **Funding Sources:** - 199 - General Funds: SCE				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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: Reduce the number of students assigned to behavior RtI tiers 2 and 3.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Implement the district behavioral RtI plan.	**Nov**	**Jan**	**Mar**	**June**
Actions: a) Assemble a behavior RtI campus team.				
b) Utilize Make Your Day, a research-based campus-wide discipline plan, to ensure consistency.				
c) Provide multiple training opportunities on Make Your Day to ensure it is implemented consistently across the campus.				
Staff Responsible for Monitoring: Principal				
Title I: 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: PEIMS Attendance Reports; Weekly/6 week/semester attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance.	**Formative**			**Summative**
Actions: a) Monitor the implementation of the attendance plan.	**Nov**	**Jan**	**Mar**	**June**
b) Evaluate the effectiveness of the attendance plan by: * Collecting and tracking weekly attendance data provided by Student Services *Reviewing quarterly attendance reports provided by the district. c) Work with the district truancy officer to intervene before students accumulate excessive absences. d) Assistant Principal will monitor absences and make contact with families starting at the 3rd absence, **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5 **Problem Statements:** Demographics 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Overall student attendance rates have decreased slightly over the past 3 years, despite incentive programs designed to increase attendance. **Root Cause**: Attendance has continued to fluctuate over the past two years due to situations caused by the pandemic (loss of job, mobility, absent/quarantine due to exposure, etc.).

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

Performance Objective 1: Increase the percentage of students and staff who report feeling safe at school.

    Evaluation Data Sources: Staff, student, and parent surveys.

Strategy 1 Details	Reviews			
Strategy 1: Foster a school community where students and staff feel safe and have a sense of belonging.	**Formative**			**Summative**
Actions: a) Assemble a campus Emergency Management Team. b) The EMT will review perception data from students, staff and parents to identify and target strategies to improve campus safety. c) Identify and implement steps that would help staff to identify, report, and address concerns about school safety and student well-being. d) Regularly communicate safety procedures to parents throughout the year through various forms of communication such as grade level newsletters, notes home, BbConnect, campus web page, and social media. e) Conduct all required safety drills with follow up meeting of the EMT to debrief. f) Implement the Anonymous Alerts and Threat Assessment system. g) utilize Nav 360 to account for students and staff during drills h) multiple daily checks of all doors **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.5, 4.2	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 2: Maintain the zero cost of accidents resulting in workers' compensation claims established the previous school year. Continue to reduce the number of work days lost each year due to accidents occurring on the job.

Strategy 1 Details		Reviews		
Strategy 1: Implement the district-wide program that promotes and accident-free work environment.		**Formative**		**Summative**
Actions: a) All staff will complete the Safe Schools curriculum on-line.	**Nov**	**Jan**	**Mar**	**June**
b) Mandatory safety training sessions will be conducted per the district plan/time line. c) Perform regular campus safety walks per the district plan. **Staff Responsible for Monitoring:** Principal, Assistant Principal				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Our Comprehensive Needs Assessment process started in April of 2022 when the campus LOL Team and Communication Council began to look at our needs, how we were addressing those needs, and identifying areas to continue to target for the 2022-2023 school year. We started the process of developing our campus improvement plan based on our CNA. We shared the results of this meeting and sought input from the site based committee during the May meeting.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP process started in April and was complete by August 2022. The campus level stakeholders involved in this process were:

Maria Chaffin - Kindergarten teacher

Mary Renfrow- Kindergarten teacher

Edna Mussa- Kindergarten teacher

Janalee Smith - 1st Grade teacher

Angela Honaman- 1st Grade teacher

Angie Morrison - 1st Grade teacher

Kris Fletcher - 2nd Grade teacher

Lance Schmaltz - 2nd Grade teacher

Lauren Lindsay - 3rd Grade teacher

Amanda Dumas - 3rd Grade teacher

Sandra Melendez - 4th Grade teacher

Ken Puhl - 4th Grade teacher

Gabe Nogueras - 5th Grade Bilingual teacher

Mike Bumpas - 5th Grade teacher

Fred Vertrees - Special Education teacher

Liz Velasquez – Academic Coach

Belinda Stanley - Librarian

Jason Winans - Assistant Principal

Debbie SHowell - Assistant Principal

Tammy Pope - Principal

Jennifer Linder - Parent

Kevin Steinhebel - Business Partner

Brandon Treadway - Community Representative

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

Our Campus Improvement Plan is made available to all parents on our campus webpage @ https://www.birdvilleschools.net/be

For those parents without internet access - we provide paper copies upon request.

2.4: Opportunities for all children to meet State standards

2.4 Opportunities for all children

Through the Campus Needs Assessment, 65.3% 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
- Make Your Day
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training
- Sanford Harmony
- TBRI
- MTA

Increased learning time is provided through pullout intervention programs 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 recognition, two-way communication between the school and home, and parent and family engagement activities.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan will be evaluated and revised annually.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

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

Tammy Pope, Principal

Janalee Smith, 1st Grade Teacher

Carla Cotter, reading interventionist

Kristy Hixon, Counselor

Kathy Yancey, Special Education teacher

Angela Morrison, First Grade teacher

Claire Hillhouse, Math Interventionist

Victoria Cator, PEIMS/Attendance

Christina Molina, parent

Jennifer Linder, parent

Brandon Treadway, Community Representative

The Family Engagement Policy will be posted to the Birdville Elementary website and will be available to parents upon request. The policy will also be offered in multiple languages as practicable by request.

4.2: Offer flexible number of parent involvement meetings

Most campus family engagement activities are scheduled for Thursday evenings in order to accommodate parents' work schedules and to maintain consistency. The following family engagement activities are planned for 2022-23:

- Refresh Back to School Event August 6 at The Plaza
- Meet the Teacher Night August 15
- Curriculum Night/ Title 1 Meeting September 8
- November STEAM Night in collaborating with Fort Worth Museum of Science and History
- March Open House
- March Discover Birdville Event (Saturday)
- April Family Engagement Policy and Compact Revision- time and location TBD
- May Art Show
- Multiple Fine Arts productions TBD

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Claire Hillhouse	Math Interventionist	Title I	0.5
Jennifer Haberer	Reading Interventionist	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Campus Personnel		$46,387.00
1	4	1			$0.00
				Sub-Total	$46,387.00
				Budgeted Fund Source Amount	$46,387.00
				+/- Difference	$0.00

211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Title 1		$7,000.00
1	1	2	Tutoring		$30,000.00
1	1	2	Professional Development		$1,000.00
1	1	2	Instructional Resources		$8,459.00
1	1	2	Intervention Personnel		$104,874.00
1	1	6	Title I tutors		$28,000.00
1	3	3	Title I Family Engagement		$3,000.00
				Sub-Total	$182,333.00
				Budgeted Fund Source Amount	$182,333.00
				+/- Difference	$0.00

ESSER					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	ESSER Tutors		$39,672.00
				Sub-Total	$39,672.00
				Budgeted Fund Source Amount	$39,672.00
				+/- Difference	$0.00
				Grand Total Budgeted	$268,392.00
				Grand Total Spent	$268,392.00
				+/- Difference	$0.00

Birdville Independent School District

Cheney Hills Elementary

2022-2023 Campus Improvement Plan

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

Demographics

Demographics Summary

Students

Cheney Hills Elementary is a Title I campus serving approximately 613 students, of which 68% are Hispanic, 19% White, 5% Black/African American, 3% Asian, and 4% are two-or-more races. The percentage of Hispanic students has steadily increased while the percentage of White students has decreased. The campus currently has 83% percent of the students qualifying for free and/or reduced lunch, a steady increase over previous years. Emergent Bilinguals represent about 44% of the student population. Special Education serves roughly 15% of students in K-5.

Our mobility rate is 25%, about 13% higher than the state average. Our attendance rate is 93%.

Teachers

A total of 87 staff members were employed by the campus in the 2021-2022 school year. Of those staff, 18% were administrative support, 55% were teachers, and 26% were educational assistants.

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 diverse ethnic student population

A good balance of new and experienced teachers

A large number of the staff is bilingual

Problem Statements Identifying Demographics Needs

Problem Statement 1: The overall attendance percentage for the 2021-2022 school year was 93%. Our goal each year is 96%. **Root Cause:** Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues.

Student Learning

Student Learning Summary

In 2021 Major Cheney Elementary and Richland Elementary joined to form the partner school Cheney Hills Elementary. When comparing combined average STAAR scores from Major Cheney and Richland Elementary for the 2020-2021 school year with STAAR scores from Cheney Hills Elementary 2021-2022 school year, we saw significant increases in all levels of Reading. 3rd-grade reading scores increased by 17% points on Approaches, 30.5% points on Meets, and 22% points on Masters. 4th-grade reading scores improved by 22.5% points on Approaches, 11% points on Meets, and 7% points on Masters. 5th-grade reading scores improved by 17.5% points on Approaches, 10.5% points on Meets, and 14% points on Masters.

Cheney Hills Elementary also saw gains on STAAR Math in the Approaches level for 3rd, 4th, and 5th grade.

STAAR Comparison for 2021 & 2022									
3rd	STAAR Performance Reading				3rd	STAAR Performance Math			
	Approaches	Meets	Masters			Approaches	Meets	Masters	
22-Cheney Hills	73.00%	47.00%	29.00%		22-Cheney Hills	48.00%	24.00%	6.00%	
21-Major Cheney	41.00%	9.00%	0.00%		21-Major Cheney	35.00%	15.00%	9.00%	
21-Richland	56.00%	24.00%	7.00%		21-Richland	54.00%	20.00%	5.00%	
21-Average	48.50%	16.50%	7%		21-Average	44.50%	17.50%	7%	
4th	STAAR Performance Reading				4th	STAAR Performance Math			
	Approaches	Meets	Masters			Approaches	Meets	Masters	
22-Cheney Hills	71.00%	36.00%	16.00%		22-Cheney Hills	75.00%	35.00%	13.00%	
21-Major Cheney	37.00%	14.00%	4.00%		21-Major Cheney	20.00%	13.00%	7.00%	
21-Richland	60.00%	36.00%	14.00%		21-Richland	67.00%	52.00%	38.00%	
21-Average	48.50%	25%	9%		21-Average	43.50%	32.50%	22.50%	
5th	STAAR Performance Reading				5th	STAAR Performance Math			
	Approaches	Meets	Masters			Approaches	Meets	Masters	
22-Cheney Hills	79.00%	48.00%	37.00%		22-Cheney Hills	72.00%	38.00%	22.00%	
21-Major Cheney	52.00%	29.00%	21.00%		21-Major Cheney	53.00%	35.00%	16.00%	
21-Richland	71.00%	46.00%	25.00%		21-Richland	75.00%	54.00%	25.00%	
21-Average	61.50%	37.50%	23%		21-Average	64%	44.50%	20.50%	

STAAR Comparison for 2021 & 2022										
5th	STAAR Performance Science									
	Approaches	Meets	Masters							
22-Cheney Hills	52.00%	25.00%	7.00%							
21-Major Cheney	53.00%	15.00%	5.00%							
21-Richland	67.00%	35.00%	10.00%							
21-Average	60%	25%	7.50%							

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Major Cheney Elementary School met the target with a TELPAS progress rate of 45%. In 2020-2021 Richland Elementary School did not meet the target with a TELPAS progress rate of 35%. In 2021-2022 Cheney Hills Elementary School met the target with a TELPAS progress rate of 37%. In comparing the progress rate from 2021 and 2022, Richland Hills Elementary students demonstrated a 2% point increase in students' English language development, while Major Cheney Elementary students demonstrated a 8% decrease.

Student Learning Strengths

Cheney Hills Elementary students made significant growth in reading using small group targeted instruction, Fountas and Pinnel curriculum, and the Haggerty program. Cheney Hills students have developed a passion for reading and enjoyed sharing that love with their families on Literacy Night. Our students are motivated and eager to learn.

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 good 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.

This school year we will begin our process of becoming a Leader In Me campus. L*eader in Me* is an evidence-based, comprehensive model that builds leadership and life skills in students, creates a high-trust school culture, and lays the foundation for sustained academic achievement. There are over 5,000 *Leader in Me* schools in all 50 states and in over 50 countries. Their mission is to unleash the greatness in students, educators, and school communities everywhere.

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
- Student Council
- Leader In Me

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

Cheney Hills administers a student, staff, and parent survey each spring.

Perceptions Strengths

Staff survey results indicate most students, staff and parents feel safe at Cheney Hills. Almost all reported knowing the safety emergency procedures. In addition, most students and parents reported that respect for all persons is emphasized throughout the campus.

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- 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
- 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
- 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

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 STAAR or the Benchmark Assessment System.

    High Priority

    Evaluation Data Sources: BAS

Strategy 1 Details	Reviews			
Strategy 1: Create and provide an aligned campus-wide system for guided reading implementation.	**Formative**			**Summative**
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 5) Emphasis on word study **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach, Teacher Committee **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** Instructional Resources - 211 - Title I - $3,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills.	**Formative**			**Summative**
Actions: Teachers will be provided additional training in the use of Thinking Maps and the critical thinking processes. The campus will utilize an implementation time-line that reinforces the 8 thinking processes and the use of maps during the first eight weeks of school. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **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** **Funding Sources:** Thinking Maps Binders/Training - 211 - Title I - $3,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Lessons will be designed using the workshop model as an instructional framework.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

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.

Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction
 - Additional Targeted Support Strategy

Funding Sources: Professional Development - 211 - Title I - $20,000, Academic Coach - 199 - General Funds: SCE

Strategy 4 Details	Reviews			

Strategy 4: Students not meeting the standard on the third and fourth grade Reading or Writing STAAR assessment will participate in accelerated instruction.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

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

Staff Responsible for Monitoring: Academic Coach, Principal, Assistant Principal

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

Funding Sources: Tutors - ESSER - $36,030, Intervention Personnel - 211 - Title I - $45,248, Tutors - 211 - Title I - $34,826

Strategy 5 Details	**Reviews**			
Strategy 5: Teachers will be consistent in the use of data to inform instructional decisions.	**Formative**			**Summative**
Actions: 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps.	**Nov**	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** Principal, Academic Coach, Assistant Principal **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** **Funding Sources:** - 199 - General Funds: SCE				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

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.

High Priority

Evaluation Data Sources: STAAR, STAR

Strategy 1 Details	Reviews			
Strategy 1: Lessons will be designed using the workshop model as an instructional framework.	**Formative**			**Summative**
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. **Staff Responsible for Monitoring:** Academic Coach, principal, Assistant Principal **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** **Funding Sources:** Instructional Resources - 211 - Title I - $20,000	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills.	**Formative**			**Summative**
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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **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**	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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 **Staff Responsible for Monitoring:** Academic Coach, Principal, Assistant Principal **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** **Funding Sources:** Intervention Personnel - 211 - Title I - $116,481				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will be consistent in the use of data to inform instructional decisions.	**Formative**			**Summative**
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. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Academic Coach **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** **Funding Sources:** Professional Development - 211 - Title I - $10,000	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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 2022-2023 school year.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR, CLI, TELPAS

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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
5) Utilize SCE-funded math and reading interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance
    Staff Responsible for Monitoring: Principal, Academic Coach, Assistant Principal
 	
    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**
    Funding Sources: Intervention Personnel - 199 - General Funds: SCE - $50,800				

Strategy 2 Details	Reviews			
Strategy 2: Implement 9 week Vertical Alignment Collaboration	**Formative**			**Summative**
Actions: 1) The campus will operate as a professional learning community.	**Nov**	**Jan**	**Mar**	**June**
2) Staff will analyze student work and performance data. 3) Staff will use the 4 PLC questions to guide our work. 4) Staff will identify hard to teach/learn TEKS and share successful strategies **Staff Responsible for Monitoring:** Administration, LOLs **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**				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 2023 (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.

High Priority

HB3 Goal

Evaluation Data Sources: CLI

Strategy 1 Details	Reviews			
Strategy 1: Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: 1) Use data to guide instruction and remediation. 2) Utilize scholastic as primary instructional resource. **Staff Responsible for Monitoring:** Administration, Academic Coach **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** **Funding Sources:** Prekindergarten Teachers - 199 - General Funds: SCE				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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 2023 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data).

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** mCLASS

Strategy 1 Details	Reviews			
Strategy 1: Daily Word Study/Phonics Instruction	**Formative**			**Summative**
Actions: Teachers will utilize the Heggerty resources for daily phonics instruction. **Staff Responsible for Monitoring:** Administration, Academic Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**	**Nov**	**Jan**	**Mar**	**June**

 0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: By June 2023. the campus attendance rate will be 95% or higher.

    Evaluation Data Sources: PEIMS Attendance records

Strategy 1 Details				Reviews			
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 **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy 2 Details				Reviews			
Strategy 2: Campus will celebrate attendance during 9 week assemblies and give away prizes for students hitting attendance goals. **Staff Responsible for Monitoring:** Attendance Clerk, Counselor, Assistant Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: During the 2022-2023 school year, the campus will hold a minimum of four family engagement nights.

Evaluation Data Sources: Schedule
Agenda

Strategy 1 Details	Reviews			
Strategy 1: Campus will have multiple opportunities for parents to be involved in their child's education.	**Formative**			**Summative**
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 **Staff Responsible for Monitoring:** Administration, Teachers, PTA **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Family Engagement - 211 - Title I - $2,556	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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: The campus will implement the Character Strong Program.		**Formative**			**Summative**
Actions: 1) Develop an 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. 4) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. **Staff Responsible for Monitoring:** Counselor, Administration **Funding Sources:** Crisis Counselor - 199 - General Funds: SCE	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: The campus will continue implement Capturing Kids Hearts to build positive relationships between staff and students.		**Formative**			**Summative**
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	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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.	**Formative**			**Summative**
Actions: 1) Monitor completion of required training.	**Nov**	**Jan**	**Mar**	**June**
2) Model safe working procedures. 3) Share district resources with staff. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 2: 85% of all staff will respond with agree or higher on our EOY Staff Survey

   Evaluation Data Sources: EOY Staff Survey

Strategy 1 Details		Reviews			
Strategy 1: Coffee with Conklin		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Staff will participate in campus-wide decision making.		**Formative**			**Summative**
Actions: 1) School Committees		**Nov**	**Jan**	**Mar**	**June**
2) LOL					
3) SBDM					
Staff Responsible for Monitoring: Admin					
Strategy 3 Details		**Reviews**			
Strategy 3: Staff Engagement Activities		**Formative**			**Summative**
Actions: Staff will participate in a minimum of 2 team building activities each semester.		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	➡️ Continue/Modify		❌ Discontinue	

State Compensatory

Budget for Cheney Hills Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

| |
| |

Personnel for Cheney Hills Elementary

Name	Position	FTE
Hanna DeArmond	Dyslexia Teacher	1
Vickie Kammerlocher	Dyslexia Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in April and May 2022 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in April and May of 2022.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed by a committee of teachers, staff, parents, business members, and community members.

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 recognition, two-way communication between the school and home,
and parent and family engagement activities.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Parent and Family Engagement Plan was developed through the input and involvement of the
following: Faculty & School Community

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.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Family Engagement Policy will be posted on our campus website.

4.2: 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 2022-23:

- August -Meet the Teacher Night on campus August 15
- September-Title I Meeting/Curriculum Night September 28
- November Literacy Event on campus
- Spring Book Fair (Monday through Thursday 8:00?5:00) 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

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Title I Personnel

Name	Position	Program	FTE
Arely Juarez	Math Interventionist	Title I	1
Mildred Morales	Reading Interventionist	Title I	0.5
Ronda Harlin	Math Interventionist	Title I	.5

Campus Funding Summary

			199 - General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Academic Coach		$0.00
1	1	5			$0.00
1	3	1	Intervention Personnel		$50,800.00
1	4	1	Prekindergarten Teachers		$0.00
2	3	1	Crisis Counselor		$0.00
				Sub-Total	$50,800.00
				Budgeted Fund Source Amount	$50,800.00
				+/- Difference	$0.00
			211 - Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Resources		$3,000.00
1	1	2	Thinking Maps Binders/Training		$3,000.00
1	1	3	Professional Development		$20,000.00
1	1	4	Intervention Personnel		$45,248.00
1	1	4	Tutors		$34,826.00
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	$255,111.00
				Budgeted Fund Source Amount	$255,111.00
				+/- Difference	$0.00
			ESSER		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Tutors		$36,030.00
				Sub-Total	$36,030.00
				Budgeted Fund Source Amount	$36,030.00

ESSER						
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
				+/- Difference		$0.00
				Grand Total Budgeted		$341,941.00
				Grand Total Spent		$341,941.00
				+/- Difference		$0.00

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

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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.