

Birdville Independent School District
Cheney Hills Elementary
2024-2025 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 690 students, of which 75% are Hispanic, 11% White, 8% Black/African American, 2% Asian, and 1% 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 88% percent of the students qualifying for free and/or reduced lunch, a steady increase over previous years. Emergent Bilinguals represent about 47% of the student population. Special Education serves roughly 17% of students in K-5 and roughly 2% of student population qualify at Gifted and Talented.

Our mobility rate is 24.7%, which is about 8% higher than the state average of 16.8%. Our attendance rate is 94.3% which is a slight improvement over the previous rate of 93%.

Teachers

A total of 91 staff members were employed by the campus in the 2023-2024 school year. Of those staff, 16% were administrative support, 59% were teachers, 24% were educational assistants. Approximately 37% of the teaching staff is bilingual.

Demographics Strengths

Cheney Hills Elementary is a 3 year old 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 Elementary is a neighborhood school that is nestled between the two main communities it serves. It is connected via a pedestrian bridge to the community on its south allowing easy access by foot for that community.

Cheney Hills has a majority Hispanic student population which lends itself to a rich traditional "family feel" on our campus.

Many parents are eager and willing to do what they can to help their students - we have seen a marked increase in parent and community involvement this past school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The overall attendance percentage for the 2022-23 school year was 94.3. Our goal for the 24/25 year is 95.5%. **Root Cause:** Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues as there is a need for parent education on the importance of regular school attendance.

Student Learning

Student Learning Summary

Overall, out of 634 total tests, 58% met the *Approaches GL* standard or above, 28% met the *Meets GL* standard or above, and 10% achieved the *Masters GL* standard.

By Subject:

- **Reading/Language Arts (RLA):** 61% of students met the *Approaches GL* standard or above, with 33% reaching *Meets GL* and 14% achieving *Masters GL*.
- **Mathematics:** 61% of students met the *Approaches GL* standard or above, 29% reached *Meets GL*, and 9% achieved *Masters GL*.
- **Science:** 37% of students met the *Approaches GL* standard or above, with 13% reaching *Meets GL* and 3% achieving *Masters GL*.

Accountability Groups:

- **Overall performance** varied by group, with African American students performing lower at *Approaches GL* (41%) compared to other ethnicities, and students in high-focus groups showing similar trends.

This data highlights strengths and areas for improvement across subjects and student groups, with specific attention needed for enhancing performance in Mathematics and Science.

	STAAR Math Grade 3 English			STAAR Math Grade 3 Spanish		
	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL
May-23	51.72%	18.97%	8.62%	43.75%	31.25%	6.25%
May-24	54.17%	25%	2.78%	46.67%	16.67%	6.67%
change	2.45%	6.03%	-5.84%	2.92%	-14.58%	0.42%
	STAAR Math Grade 4 English			STAAR Math Grade 4 Spanish		
	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL
May-23	75.28%	34.83%	12.36%	0%	0%	0%
May-24	63.08%	32.31%	13.85%	30%	0%	0%
change	-12.20%	-2.52%	1.49%	0.3	0	0
	STAAR Math Grade 5 English			STAAR Math Grade 5 Spanish		
	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL
May-23	53.19%	23.40%	5.32%	33.33%	0%	0%
May-24	68.48%	31.52%	9.78%	50%	0%	0%
change	15.29%	8.12%	4.46%	16.67%	0.00%	0.00%

STAAR Reading Language Arts English, Grade 3					
			Extended Constructed Response Score		
Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL

	Approaches GL	Meets GL	Masters GL	0	1	2	3	4	5	6	7	8	9	10	Approaches GL	Meets GL
May-23	74.14%	37.93%	10.34%	60.34%	5.17%	10.34%	3.45%	15.52%	3.45%	1.72%	0%	0%	0%	0%	37.50%	18.75%
May-24	64.94%	32.47%	12.99%	46.75%	5.19%	12.99%	11.69%	12.99%	6.49%	2.60%	1.30%	0%	0%	0%	30.77%	3.85%
change	-9.20%	-5.46%	2.65%	-13.59%	0.02%	2.65%	8.24%	-2.53%	3.04%	0.88%	1.30%	0.00%	0.00%	0.00%	-6.73%	-14.90%
	STAAR Reading Language Arts English, Grade 4															
	Approaches GL	Meets GL	Masters GL	Extended Constructed Response Score											Approaches GL	Meets GL
				0	1	2	3	4	5	6	7	8	9	10		
May-23	74.68%	36.71%	13.92%	51.90%	5.06%	15.19%	1.27%	6.33%	2.53%	5.06%	5.06%	5.06%	2.53%	0%	35.71%	21.43%
May-24	66.10%	27.12%	11.86%	44.07%	10.17%	6.78%	5.08%	5.08%	11.86%	5.08%	6.78%	1.69%	1.69%	1.69%	33.33%	6.67%
change	-8.58%	-9.59%	-2.06%	-7.83%	5.11%	-8.41%	3.81%	-1.25%	9.33%	0.02%	1.72%	-3.37%	-0.84%	1.69%	-2.38%	-14.76%
	STAAR Reading Language Arts English, Grade 5															
	Approaches GL	Meets GL	Masters GL	Extended Constructed Response Score											Approaches GL	Meets GL
				0	1	2	3	4	5	6	7	8	9	10		
May-23	72.04%	36.56%	11.83%	31.18%	7.53%	18.28%	7.53%	15.05%	7.53%	8.60%	2.15%	2.15%	0%	0%	33.33%	0%
May-24	65.22%	44.57%	21.74%	54.35%	2.17%	11.96%	4.35%	5.43%	2.17%	6.52%	5.43%	3.26%	3.26%	1.09%	50%	0%
change	-6.82%	8.01%	9.91%	23.17%	-5.36%	-6.32%	-3.18%	-9.62%	-5.36%	-2.08%	3.28%	1.11%	3.26%	1.09%	16.67%	0.00%

	STAAR Science English Grade 5			STAAR Science Spanish Grade 5		
	Approaches GL	Meets GL	Masters GL	Approaches GL	Meets GL	Masters GL
May-23	35.48%	6.45%	2.15%	0.00%	0.00%	0.00%
May-24	35.87%	10.87%	2.17%	0.00%	0.00%	0.00%
change	0.39%	4.42%	0.02%	0.00%	0.00%	0.00%

Student Learning Strengths

Cheney Hills Elementary students demonstrated growth in the following areas as measured by STAAR.

Math English scores showed increases in the approaches level for 3rd and 4th grades. There were also increases in the meets level for 3rd and 5th grades. The masters level showed increases in 4th and 5th grade. Math Spanish showed increased performance at the approaches level for all three grades and a slight increase at the masters level in 3rd grade.

Reading Language Arts English scores at the meets level showed improved student performance at the meets level in 5th grade and improvement at the masters level in grades 3 and 5. Reading Language Arts Spanish student performance showed increases at the approaches level for 5th grade and at the masters level for grade 3.

Science English scores showed minimal increases at the approaches and masters level and a small increase in the meets level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is noted variance in instructional resources and practices being used in our curriculum. **Root Cause:** Teachers need to be trained in accessing district-vetted materials, resources, and strategies.

Problem Statement 2 (Prioritized): Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. **Root Cause:** Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

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 Professional Learning Community 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 and from 3 academic coaches.

The 24/25 school year marks the second year in the process of becoming a Leader In Me campus. Leader 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. The Leader in Me premise is rooted in Steven Covey's seminal work, *Seven Habits of Highly Effective People* but presents the content in a student-friendly manner. The intent of the campus is to become a "Lighthouse Campus." A Lighthouse Campus is a campus that embodies the Leader in Me principles to such a degree that they become a demonstration school for other campuses that desire to become a Leader in Me Campus. We then want to be able to be a "Leadership Academy" for Birdville as a way to promote what we do and how we reach students.

School Processes & Programs Strengths

- Strong bilingual program
- Instructional coaches and administration have created a syllabus of needed professional development to be delivered over the course of the school year.
- A cadre of instructional coaches and district content coordinators lead professional development
- Professional learning content for Monday faculty meetings and weekly Professional Learning Community meeting times have been planned for the year.
- Administrators provide timely feedback.
- Curriculum planning times for teams and with opportunities for collaboration.
- Student Management System built on teacher responsibilities.
- Student Council
- Leader In Me

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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

The following information was taken from our Campus Needs Assessment Parent survey last May:

- Over 88% of the parents surveyed indicate that their child feels safe while at school
- 100% of surveyed parents state that they feel the learning environment for their student is excellent
- Over 85% of surveyed parents state they feel that they can communicate effectively with their child's teacher
- 94% of surveyed parents report that their child likes coming to school
- Over 95% of surveyed parents report that if they had a question that the staff has been there to help
- Over 85% of surveyed parents report that their child's academic needs are being met

Perceptions Strengths

The results from the Campus Needs Assessment Parent Survey indicate strong parental satisfaction across several key areas. Over 88% of parents report that their child feels safe at school, a critical component of a positive school environment. Additionally, 100% of surveyed parents believe the learning environment is excellent, highlighting the school's success in creating a strong academic atmosphere. Communication between parents and teachers is also highly regarded, with over 85% of parents feeling they can communicate effectively with their child's teacher. Furthermore, 94% of parents report that their child enjoys coming to school, reflecting a welcoming and engaging school climate. Over 95% of parents feel supported by the staff when they have questions, and more than 85% believe their child's academic needs are being met. These results demonstrate a robust perception of safety, communication, academic support, and overall satisfaction with the school's performance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only 85% of the parents reported that their students feel safe while at school. **Root Cause:** The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.

Priority Problem Statements

Problem Statement 1: Students are not reaching their potential in academic achievement.

Root Cause 1: 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.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Only 85% of the parents reported that their students feel safe while at school.

Root Cause 2: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: There is noted variance in instructional resources and practices being used in our curriculum.

Root Cause 3: Teachers need to be trained in accessing district-vetted materials, resources, and strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The overall attendance percentage for the 2022-23 school year was 94.3. Our goal for the 24/25 year is 95.5%.

Root Cause 4: Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues as there is a need for parent education on the importance of regular school attendance.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely.

Root Cause 5: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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)
- 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 and mathematics by the end of school year. a) Meet the progress monitoring targets in Prekindergarten - 3rd for each demographic group as measured by district approved screeners (BOY, MOY and EOY) to achieve the HB3 Board Goals. b) Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments

High Priority

HB3 Goal

Evaluation Data Sources: CLI Engage - CIRCLE (prekindergarten reading and math), mCLASS (kindergarten reading and math), mCLASS (grades 1-2 reading), and Renaissance STAR Assessments (reading, grades 3-5 and mathematics, grades 1-5)

Strategy 1 Details
<p>Strategy 1: Create and provide an aligned campus-wide system for guided reading implementation.</p> <p>Actions: 1) Provide model lesson as needed 2) Provide training and pictures/video of implementation 3) Discuss and monitor student data progress during student data meetings 4) Document usage during administrative walkthroughs 5) Emphasis on word study</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, Teacher Committee</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Title I Personnel - 211 - Title I - \$146,393</p>

Strategy 2 Details

Strategy 2: Lessons will be designed using the workshop model as an instructional framework.

- Actions:** 1) Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection).
2) Teachers will utilize Reading Language Arts content coordinators as a resource.
3) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model.
4) Guided Reading will be an instrumental piece to an effective workshop.
5) 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

Problem Statements: Student Learning 2

Strategy 3 Details

Strategy 3: Students not meeting the standard on the third and fourth grade ELAR and Math STAAR assessment will participate in accelerated instruction.

- 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 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Student Learning 1

Funding Sources: SCE Campus Personnel - 199 - General Funds: SCE - \$173,028, Title I Tutors - 211 - Title I - \$71,192

Strategy 4 Details

Strategy 4: Teachers will be consistent in the use of data to inform instructional decisions.

- 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.
4) Teachers will meet bi-weekly with Principal and Assistant Principal to discuss student progress and compare with performance data.

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

Problem Statements: Student Learning 1, 2

Strategy 5 Details

Strategy 5: Build teacher capacity to implement BISD literacy plan

- Actions:** 1. Administrators, Instructional Facilitators, and reading coordinators will conduct guided reading walkthroughs to inform level of fidelity of implementation.
2. The content coordinator will provide professional development in guided reading based on walkthrough data.
3. Model guided lessons as needed.
4. Require teachers to participate in coaching cycles with the campus instructional facilitator.
5. Analyze Benchmark Assessment System beginning and middle of the year data, universal screeners, and progress monitoring data to measure growth and inform instruction.
6. Monthly Lunch and Learn PD with all teachers and coaches.
7. Utilize BISD Tier 1 priority rubric.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitators

Title I:

2.4

Problem Statements: Student Learning 1, 2

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is noted variance in instructional resources and practices being used in our curriculum. **Root Cause:** Teachers need to be trained in accessing district-vetted materials, resources, and strategies.

Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. **Root Cause:** Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

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

High Priority
HB3 Goal
Evaluation Data Sources: STAAR, STAR

Strategy 1 Details
<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. 5) Teachers will be required to use district math content coordinators as a resource.</p> <p>Staff Responsible for Monitoring: Academic Coach, principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>

Strategy 2 Details

Strategy 2: Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction.

- 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 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: Student Learning 2

Strategy 3 Details

Strategy 3: Teachers will be consistent in the use of data to inform instructional decisions.

- 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.
4) Teachers will meet with Principal and Instructional Facilitators bi-weekly to discuss student progress and to align progress with performance data.

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

Problem Statements: Student Learning 2

Funding Sources: Professional Development - 211 - Title I - \$20,000

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. **Root Cause:** Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.

School Processes & Programs

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.

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 2024-2025 school year.

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR, CLI, TELPAS

Strategy 1 Details
<p>Strategy 1: Implement 9 week Vertical Alignment Collaboration</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 Professional Learning Community questions to guide our work. (What do we want our students to know and to be able to do; How will we measure the students proficiency of this standard; How will we remediate if they do not learn it; How will we enrich the instruction for those who know this information) 4) Staff will identify hard to teach/learn TEKS and share successful strategies</p> <p>Staff Responsible for Monitoring: Administration, LOLs</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. Root Cause: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.</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 2025 (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
<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>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. Root Cause: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.</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 5: By June 2025 (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
<p>Strategy 1: Daily Word Study/Phonics Instruction</p> <p>Actions: Teachers will utilize the Heggerty resources for daily phonics instruction.</p> <p>Staff Responsible for Monitoring: Administration, Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 2: Students need to learn and utilize strategies to aid in making connections in math, reading, writing, and science routinely. Root Cause: Teachers have taught students how to use strategies, students are not successfully utilizing strategies to make connections in math, reading, writing, and science.</p>

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

Performance Objective 1: By June 2025, the campus attendance rate will be 95.5% or higher.

Evaluation Data Sources: PEIMS Attendance records

Strategy 1 Details
<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.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>
Strategy 2 Details
<p>Strategy 2: Campus will celebrate attendance during 9 week assemblies and give away prizes for students hitting attendance goals.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Counselor, Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The overall attendance percentage for the 2022-23 school year was 94.3. Our goal for the 24/25 year is 95.5%. Root Cause: Campus attendance systems (daily calls, house visits, attendance letters, etc) did not effectively address attendance issues as there is a need for parent education on the importance of regular school attendance.</p>
Perceptions
<p>Problem Statement 1: Only 85% of the parents reported that their students feel safe while at school. Root Cause: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.</p>

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

Performance Objective 2: During the 2024-2025 school year, the campus will hold a minimum of four family engagement nights.

Evaluation Data Sources: Schedule
Agenda

Strategy 1 Details
<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) Reading Night 4) Science Night 5) Math Night 6) Winter Holiday Performance 7) PTA Meetings 8) We have many restaurant and family engagement nights planned</p> <p>Staff Responsible for Monitoring: Administration, Teachers, PTA</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Family Engagement - 211 - Title I - \$3,000</p>

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Only 85% of the parents reported that their students feel safe while at school. Root Cause: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.</p>

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
<p>Strategy 1: The campus will implement the Character Strong Program.</p> <p>Actions: 1) Develop an Implementation plan. 2) Utilize character lessons to increase awareness of quality character traits. 3) Utilize SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Only 85% of the parents reported that their students feel safe while at school. Root Cause: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.</p>

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

Performance Objective 4: During the 24-25 school year, administration will ensure the campus continues with Leader in Me implementation.

Strategy 1 Details
<p>Strategy 1: Ensure that all teaching staff is trained with Leader in Me principals.</p> <p>Actions: 1. Create a Lighthouse Team for faculty leadership to guide campus implementation. 2. Contract with Franklin Covey to schedule training</p> <p>Problem Statements: School Processes & Programs 1</p>

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>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.</p>

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
<p>Strategy 1: Comply with all training required by the district for safety.</p> <p>Actions: 1) Monitor completion of required training. 2) Model safe working procedures. 3) Share district resources with staff.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Only 85% of the parents reported that their students feel safe while at school. Root Cause: The lack of consistent promotion of anonymous alerts and behavior expectations has contributed to this problem.</p>

State Compensatory

Budget for Cheney Hills Elementary

Total SCE Funds: \$173,028.00

Total FTEs Funded by SCE: 3.38

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Cheney Hills Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Airini Cid	Educational Assistant	0.33
Dayna Ratliff	Teacher	0.33
Erika Bartley	Educational Assistant	0.33
Hannah DeArmond	Reading Interventionis	0.33
Irene Martinez	Educational Assistant	0.33
Jessica Ligon	Educational Assistant	0.33
Kay Hernandez	Teacher	0.25
Lizzet Garcia	Instructional Facilitator	1
Mildred Morales	Reading Interventionist -Bil	0.15

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2023 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance and behavior data compiled in May of 2023.

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:

- Leader in Me
- Workshop Model
- Social Skills Training

Increased learning time is provided through teacher and interventionist push-in time, 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.

3.1: 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 meetings, and by request in the campus front office.

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 Tuesday and/or Thursday evenings in order to accommodate parents' work schedules. The following family engagement activities are planned for 2024-25:

- August - Meet the Teacher Night on campus August 12
- August 29 -Title I Meeting/Curriculum Night
- September 9-12 - Grandparents Day lunches
- September 13 - Skate Night
- October 1 and 2 Bring your parent to PE
- October 24 PTA Meeting
- October - 30 Leader in Me Concert and Trunk-or-Treat
- November 11 PTA and 5th grade program
- December 6 Richland Hills Tree lighting performance
- December 10 PTA and 2nd grade program
- January 23 CiCi's Pizza Night
- January 11 - Howdy Y'all Dance
- January 25 CiCi's Pizza Night
- March Open House on campus and spring book fair open late for parents to attend
- April 10 Chuck E Cheese Night
- April 24 PTA and 1st grade program
- April Family Engagement Policy and Compact Revision on campus
- May 1 PTA and Kinder program
- May 15 Multicultural Night
- May 22 Talent Show

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mildred Morales	Reading Interventionist	Title I	0.5
Sara Muetzenberg	Special Projects Administrator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	SCE Campus Personnel		\$173,028.00
Sub-Total					\$173,028.00
Budgeted Fund Source Amount					\$173,028.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Personnel		\$146,393.00
1	1	3	Title I Tutors		\$71,192.00
1	2	3	Professional Development		\$20,000.00
2	2	1	Family Engagement		\$3,000.00
Sub-Total					\$240,585.00
Budgeted Fund Source Amount					\$240,585.00
+/- Difference					\$0.00
Grand Total Budgeted					\$413,613.00
Grand Total Spent					\$413,613.00
+/- Difference					\$0.00