

Birdville Independent School District
Cheney Hills Elementary
2022-2023 Formative Review

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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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			
<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 usage during PLCs 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>ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills.</p> <p>Actions: Teachers will be provided 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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, 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>Funding Sources: Thinking Maps Binders/Training - 211 - Title I - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Lessons will be designed using the workshop model as an instructional framework.</p> <p>Actions: 1) Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 3) Guided Reading will be an instrumental piece to an effective workshop. 4) Students will have choice in the selection of texts to work on mastery of the daily learning target.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>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>Funding Sources: Professional Development - 211 - Title I - \$20,000, Academic Coach - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				










Strategy 4 Details	Reviews			
<p>Strategy 4: Students not meeting the standard on the third and fourth grade Reading or Writing STAAR assessment will participate in accelerated instruction.</p> <p>Actions: 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI</p> <p>Staff Responsible for Monitoring: Academic Coach, Principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutors - ESSER - \$36,030, Intervention Personnel - 211 - Title I - \$45,248, Tutors - 211 - Title I - \$34,826</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will be consistent in the use of data to inform instructional decisions.</p> <p>Actions: 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.</p> <p>Staff Responsible for Monitoring: Principal, Academic Coach, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  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

Strategy 1 Details	Reviews			
<p>Strategy 1: Lessons will be designed using the workshop model as an instructional framework.</p> <p>Actions: 1) Teachers will review the critical elements of the workshop model (Mini-Lesson, Work Period, Reflection). 2) Administrators and Academic Coach will conduct focus walks giving feedback on effective elements in the workshop model. 3) Guided Math will be an instrumental piece to an effective workshop. 4) Students will have choice in the selection of centers to work on mastery of the daily learning target.</p> <p>Staff Responsible for Monitoring: Academic Coach, principal, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Resources - 211 - Title I - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will train students to use Thinking Maps as a visual representation of critical thinking skills.</p> <p>Actions: Teachers will be provided training in the use of Thinking Maps and the critical thinking processes. The campus will utilize an implementation time-line that teaches the 8 thinking processes and the use of maps during the first eight weeks of school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction.</p> <p>Actions: 1) Students will be grouped in a 1:5 ratio 2) Students will receive front loading instruction delivered by a quality teacher/tutor 3) Teachers will follow the district created curriculum for AI</p> <p>Staff Responsible for Monitoring: Academic Coach, Principal, Assistant Principal</p> <p>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>Funding Sources: Intervention Personnel - 211 - Title I - \$116,481</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will be consistent in the use of data to inform instructional decisions.</p> <p>Actions: 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps. 2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances. 3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach</p> <p>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>- Additional Targeted Support Strategy</p> <p>Funding Sources: Professional Development - 211 - Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  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			
<p>Strategy 1: A daily 60 minute block will be included in the master schedule to respond to the academic needs of all students in Tiers 1, 2, & 3.</p> <p>Actions: 1) Build WIN time into each grade level schedule 2) Use data from common assessments, benchmarks, and interims to drive instruction during this block. 3) Utilize campus/district resources such as Galaxy, Prodigy, Edgenuity for instructional activities 4) Use small group instruction as the cornerstone for closing the academic deficit 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</p> <p>Staff Responsible for Monitoring: Principal, Academic Coach, Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p> <p>Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$50,800</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 PLC questions to guide our work. 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 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  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			
<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>Funding Sources: Prekindergarten Teachers - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
	 30%	 80%		
 No Progress  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 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 Levels: Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: By June 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 Levels: 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	Formative			Summative
	Nov	Jan	Mar	June

<p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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











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

Evaluation Data Sources: Schedule
 Agenda

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

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


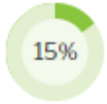




Performance Objective 3: Students will display dispositions indicative of high levels of social-emotional development as measured by a district-administered student survey.

Strategy 1 Details	Reviews			
<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) 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.</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p> <p>Funding Sources: Crisis Counselor - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will continue implement Capturing Kids Hearts to build positive relationships between staff and students.</p> <p>Actions: 1) Create a class social contract 2) Build school community through sharing good things</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  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. Actions: 1) Monitor completion of required training. 2) Model safe working procedures. 3) Share district resources with staff. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
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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. Actions: 1) School Committees 2) LOL 3) SBDM Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Staff Engagement Activities Actions: Staff will participate in a minimum of 2 team building activities each semester.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				