

Birdville Independent School District
Cheney Hills Elementary
2023-2024 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.

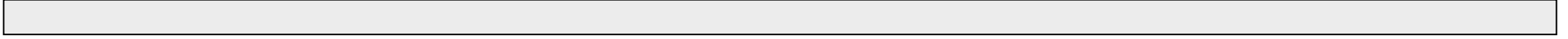
We believe that fostering positive relationships along with a growth mindset is essential to student success.

Table of Contents

Comprehensive Needs Assessment

Student Learning

Uwfgpv"Ngctplpi"Uwo o ct{



Uvwfgpv"Ngctpkpi"Uvtgpivju

Cheney Hills Elementary students demonstrated growth in reading for grades 3 and 4 at the approaches level. 3rd grade students showed an increase in math at the approaches level.

Rtqdn g o "Uvcvg o gpvu"Kfgpvkh{kpi"Uvwfgpv"Ngctpkpi"Pggu

School Processes & Programs

Uejqqn"Rtqegungu" ("Rtqitc ou"Uwo o ct{

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.

Last school year we began 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, *Ugxpq"Jcdkvu"qh"Jkijnf"Ghhgevkxg Rgqrng* 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 publishes a public declaration of leadership principles that they intend to demonstrate to the campus community. The campus is a Leader

Rtqdn g o "Uvcvg o gpv"5"Rtkqtkk|gf+ Our overall attendance percentage for the 2022-2023 school year was 93%. Our goal each year is 96%. **Tqqv"Ecwug<** Campus attendance systems (daily calls, attendance letters, attendance incentives, etc) were not implemented with fidelity.

Rtqdn g o "Uvcvg o gpv"6"Rtkqtkk|gf+ There are staff injuries. **Tqqv"Ecwug<**

Perceptions

Uw o o ct {

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

Uvtgpi v ju

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

- Over 86% 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 86% of surveyed parents state they feel that they can communicate effectively with their child's teacher
- 93% of surveyed parents report that their child likes coming to school
- Over 96% of surveyed parents report that if they had a question that the staff has been there to hea
- Over 86% of surveyed parents report that their child's academic needs are being met

Kf g p v h { k p i " P g g f u

Only 86% of the parents reported that their students feel safe while at school. This campus has not promoted anonymous alerts and communicated safe behavior expectations as much as we could have.

The number of parents involved in school activities is very limited. Our Parent Teacher Association (PTA) is not listed as active within Birdville council of PTAs.

Priority Problem Statements

Rtqdnq o "Uvcvg o gpv"3: Cheney Hills students showed a decline at the Meets level for all subjects and all grade levels.

Tqqv"Ecwug"3: Our students have many gaps in their learning, but our teachers need to be able to draw upon district resources to help ameliorate these deficiencies.

Rtqdnq o "Uvcvg o gpv"3" Ctgc: Student Learning

Rtqdnq o "Uvcvg o gpv"4: Students are not reaching their potential in academic achievement.

Rtqdnq o "Uvcvg o gpv": "Ctgc": Demographics

Rtqdnq o "Uvcvg o gpv";: The number of parents involved in school activities is very limited.

Tqqv"Ecwug";: Our Parent Teacher Association (PTA) is not listed as active within Birdville council of PTAs.

Rtqdnq o "Uvcvg o gpv"; "Ctgc": Perceptions

Rtqdnq o "Uvcvg o gpv"32: There are staff injuries.

Tqqv"Ecwug"32: Staff needs training in how to avoid injuries.

Rtqdnq o "Uvcvg o gpv"32"Ctgc": School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Key Data Sources

- 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

Additional Data Sources

- Texas Academic Performance Report (TAPR) data

- Discipline records
- Student surveys and/or other feedback
- School safety data

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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:

Uvtevgi{"4" Fgvckmu	Tgxkg y u			
<p>Uvtevgi {"4 Lessons will be designed using the workshop model as an instructional framework.</p> <p>Cevkqpu 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.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi Principal, Assistant Principal, Academic Coach</p> <p>VGC" Rtkqtkvkgu Build a foundation of reading and math, Improve low-performing schools - GUH" Ngxgtu Lever 5: Effective Instruction - Cf flvkqpcn" Vct igvgf" Uwr rqtv" Uvtevgi { Rtdng o "Uvcvg o gpvu Student Learning 3, 4 Hwpf kpi "Uqwtegu - 211 - Title I</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Uvtevgi {"5" Fgvckmu	Tgxkg y u			
<p>Uvtevgi {"5 Students not meeting the standard on the third and fourth grade ELAR and Math STAAR assessment will participate in accelerated instruction.</p> <p>Cevkqpu 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>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi Academic Coach, Principal, Assistant Principal</p> <p>VGC" Rtkqtkvkgu Build a foundation of reading and math, Improve low-performing schools - GUH" Ngxgtu Lever 5: Effective Instruction - Cf flvkqpcn" Vct igvgf" Uwr rqtv" Uvtevgi { Rtdng o "Uvcvg o gpvu Student Learning 1, 2, 4 Hwpf kpi "Uqwtegu Tutors - ESSER - \$36,030, Intervention Personnel - 211 - Title I - \$2,500</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg


Uvtevgi {"6'Fgvcknu	Tgxkgyu			
<p>Uvtevgi {"6< Teachers will be consistent in the use of data to inform instructional decisions.</p> <p>Cevkqpu< 1) Analyze STAAR, Interim, Common Assessment, & Benchmark Data within 5 days of completion and use protocols to determine next steps.</p> <p>2) Students will utilize data folders to set achievement goals (based on assessment) and reflect on individual performances.</p> <p>3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.</p> <p>4) Teachers will meet bi-weekly with Principal and Assistant Principal to discuss student progress and compare with performance data.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Principal, Academic Coach, Assistant Principal</p> <p>VGC"Rtkqtkvkgu< Build a foundation of reading and math, Improve low-performing schools - GUH"Ngxgtu< Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Cf flvkqpcn" Veti gygf" Uwr rqtv" Uvtevgi { Rtq dng o" Uvcvg o gpv< Demographics 1 - Student Learning 1 Hwp flki" Uqwt egu< - 199 - General Funds: SCE</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Rtq dng o" Uvcvg o gpv"3: We have a performance gap between our student populations. Tqqv" Ecwug: Access to vocabulary development and background knowledge is limited for our special populations.</p>
Student Learning
<p>Rtq dng o" Uvcvg o gpv"3: Cheney Hills students showed a decline at the Meets level for all subjects and all grade levels. Tqqv" Ecwug: Our students have many gaps in their learning, but our teachers need to be able to draw upon district resources to help ameliorate these deficiencies.</p>
<p>Rtq dng o" Uvcvg o gpv"4: We have a performance gap between our student populations. Tqqv" Ecwug: Access to vocabulary development and background is limited for our special populations.</p>
<p>Rtq dng o" Uvcvg o gpv"5: We have some variance in instructional resources and practices being used in our curriculum. Tqqv" Ecwug: Open access to instructional resources makes it hard to vet all materials.</p>
<p>Rtq dng o" Uvcvg o gpv"6: Too many students are not meeting the grade level standards. Tqqv" Ecwug: Students are coming to us two to three years below grade level.</p>

Goal 1:

Uvtevgi{"4" Fgvcknu

Tgxkg y u

Uvtevgi{"4 Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction.

- Cevkqpu** 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

Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi Academic Coach, Principal, Assistant Principal

VGC" Rtkqtkvkgu

Build a foundation of reading and math, Improve low-performing schools

- **GUH" Ngxgtu**

Student Learning

Uvtevgi{"4" Fgvcknu	Tgxkg y u
<p data-bbox="65 120 781 152">Uvtevgi{"4" Implement 9 week Vertical Alignment Collaboration</p> <p data-bbox="128 159 947 220">Cevkqpu< 1) The campus will operate as a professional learning community. 2) Staff will analyze student work and performance data.</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 2024 (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.

Jki j "Rtkqtkv{

JD5" I qcn

Gxcnwcvkqp" Fvc"Uqwtegu< CLI

Uvtcvgi {"3" Fgvcknu	Tgxkg y u			
<p>Uvtcvgi {"3< Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum.</p> <p>Cevkqpu< 1) Use data to guide instruction and remediation. 2) Utilize scholastic as primary instructional resource.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtppi< Administration, Academic Coach</p> <p>VGC"Rtkqtkvkgu< Build a foundation of reading and math, Improve low-performing schools - GUH"Ngxgtu< Lever 5: Effective Instruction - Cf flvkqpcn" Vct igvgf" Uwr rqtv" Uvtcvgi { Rtqdn g o "Uvcvg o gpvu< Student Learning 1 Hwpfki "Uqwtegu< Prekindergarten Teachers - 199 - General Funds: SCE</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:




Student Learning
<p>Rtqdn g o "Uvcvg o gpv"3: Cheney Hills students showed a decline at the Meets level for all subjects and all grade levels. Tqqv" Ecwug: Our students have many gaps in their learning, but our teachers need to be able to draw upon district resources to help ameliorate these deficiencies.</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.

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

Performance Objective 1: By June 2024, the campus attendance rate will be 95% or higher.





Gxcnwvkkpp"Fcvc"Uqwtegu< PEIMS Attendance records

Uvtcvgi{"3" Fgvcknu	Tgxkgyu			
<p>Uvtcvgi{"3" 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>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Teachers</p> <p>VGC" Rtkqtkvkgu< Improve low-performing schools - GUH" Ngxgtu< Lever 3: Positive School Culture</p> <p>Rtqdnng o "Uvcvg o gpvu< Perceptions 1</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Uvtcvgi{"4" Fgvcknu	Tgxkgyu			
<p>Uvtcvgi{"4" Campus will celebrate attendance during 9 week assemblies and give away prizes for students hitting attendance goals.</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Attendance Clerk, Counselor, Assistant Principal</p> <p>VGC" Rtkqtkvkgu< Improve low-performing schools - GUH" Ngxgtu< Lever 3: Positive School Culture</p> <p>Rtqdnng o "Uvcvg o gpvu< School Processes & Programs 3</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
<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>				

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

Performance Objective 2: During the 2023-2024 school year, the campus will hold a minimum of four family engagement nights.

Gxcnwcvkqp"Fcvc"Uqwtegu< Schedule
Agenda

Uvtcvgi{"3" Fgvckmu	Tgxkgyu			
<p>Uvtcvgi{"3< Campus will have multiple opportunities for parents to be involved in their child's education.</p> <p>Cevkqpu< 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>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Administration, Teachers, PTA</p> <p>Vkvnng"K< 4.1, 4.2 - VGC"Rtkqtkvkgu< Build a foundation of reading and math, Improve low-performing schools - GUH"Ngxgtu< Lever 3: Positive School Culture Rtqdnng o"Uvcvg o gpvu< Perceptions 1, 2 Hwpfkpi"Uqwtegu< Family Engagement - 211 - Title I - \$2,196</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1045 663 1094">  No Progress </div> <div data-bbox="762 1045 982 1094">  Accomplished </div> <div data-bbox="1081 1045 1333 1094">  Continue/Modify </div> <div data-bbox="1432 1045 1629 1094">  Discontinue </div> </div>			

Performance Objective 2 Problem Statements:

Perceptions
<p>Rtqdnng o"Uvcvg o gpv"3: Only 86% of the parents reported that their students feel safe while at school. Tqqv"Ecwug: This campus has not promoted anonymous alerts and</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

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

Targeted Support Strategies

I qcn	Qdlgevixg	Uvtcvgi {	Fguetkrvkqp
1	3	2	Implement 9 week Vertical Alignment Collaboration

Additional Targeted Support Strategies

I qcn	Qdlgevixg	Uvtevgi {	Fguetkrvkqp
1	1	1	Create and provide an aligned campus-wide system for guided reading implementation.
1	1	2	Lessons will be designed using the workshop model as an instructional framework.
1	1	3	Students not meeting the standard on the third and fourth grade ELAR and Math STAAR assessment will participate in accelerated instruction.
1	1	4	Teachers will be consistent in the use of data to inform instructional decisions.
1	2	1	Lessons will be designed using the workshop model as an instructional framework.
1	2	2	Students not meeting the standard on the third and fourth grade Math STAAR assessment will participate in accelerated instruction.
1	2	3	Teachers will be consistent in the use of data to inform instructional decisions.
1	3	1	A daily 50 minute block will be included in the master schedule to respond to the academic needs of all students in Tiers 1, 2, & 3.
1	4	1	Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum.
1	5	1	Daily Word Study/Phonics Instruction

State Compensatory

Budget for Cheney Hills Elementary

Total SCE Funds: \$0.00

Title I

1.1: Comprehensive Needs Assessment

Vjg"Eq o rtgjgpukxg" Pggfu"Cuuguo gpv"ycu"eq o ringvgf"kp"Oc{"4245"dcugf"qp"urtkpi"uwtxg{"hggfdcem.
UVCCT"cejkgxg o gpv."VGNRCU"cpf"wpkxgtucn"uetggpgt"tguwnvu."cvvgpfcpeg"cpf"dgcxkqt"fcvc"eq o rkngf"kp"Oc{"qh"42450

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

Vjg"Ec o rrwu"K o rtqxo gpv"Rncp"ku"tgxkugf"cpf"gxcnwcvgf"kp"Pqxo dgt."Lcpwct{"."Otej."cpf"Lwpg0

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

Vjg"Ec o rrwu"K o rtqxo gpv"Rncp"ku"ocfg"cxckncdng"vq"rctgpvu"cpf"vjg"rwdnke"vjtwij"vjg"ec o rrwu

4.2: Offer flexible number of parent involvement meetings

Oquv"ec o rwu"hc o kn{"gpici g o gpv"cevkxkvkgu"ctg"uej gfwngf"hqt"Vwgu fc{"cpflqt"Vj wtufc{"gxgpkpi u
kp"qtfgt"vq"ceeq o o qfcvg"rctgpvuø"y qtm"uej gfwngu0"Vj g"hqmq y kpi "hc o kn{
gpici g o gpv"cevkxkvkgu"ctg"rncppgf"hqt"4245/46<

- Cwiwuv"/"Oggv"vjg"Vgcejgt"Pki jv"qp"ec o rwu"Cwiwuv"36
- Cwiwuv"4;"/Vkvng"K"OggvkipilEwttkewnwo "Pki jv

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arely Juarez			

Campus Funding Summary

3; ;/" I gpgtcn"Hwpfu<UEG					
I qcn	Qdlgevixg	Uvtevgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	4			\$0.00
1	3	1	Math and Reading interventionists		\$50,000.00
1	4	1	Prekindergarten Teachers		\$0.00
2	3	1	Crisis Counselor		\$0.00
Uwd/Vqvcn					\$50,000.00
Dwfi gvgf"Hwpf"Uqwteg"C o qwpv					\$50,800.00
-1/"Fkhgtgpeg					\$800.00
433/"Vkvng"K					
I qcn	Qdlgevixg	Uvtevgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3	Intervention Personnel		\$2,500.00
1	2	1	Campus Personnel		\$0.00
1	2	1	Instructional Resources		\$0.00
1	2	3	Professional Development		\$0.00
2	2	1	Family Engagement		\$2,196.00
Uwd/Vqvcn					\$4,696.00
Dwfi gvgf"Hwpf"Uqwteg"C o qwpv					\$219,585.00
-1/"Fkhgtgpeg					\$214,889.00
GUUGT					
I qcn	Qdlgevixg	Uvtevgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	3	Tutors		\$36,030.00
1	2	2	Intervention Personnel		\$36,030.00
Uwd/Vqvcn					\$72,060.00
Dwfi gvgf"Hwpf"Uqwteg"C o qwpv					\$36,030.00
-1/"Fkhgtgpeg					-\$36,030.00
I tcpf"Vqvcn"Dwfi gvgf					\$306,415.00

GUUGT					
I qcn	Qdlgevkg	Uvtcvgi {	Tguqwtegu"Pgfgf	Ceeqwpv"Eqfg	C o qwpv
				I tepf"Vqvcn"Urgpv	\$126,756.00
				-1/"Fkhgtpeg	\$179,659.00

Addendums



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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.
- Ww
- 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.

Statement of Purpose

Goals

Annual meeting

Parents' Right to Know

