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.
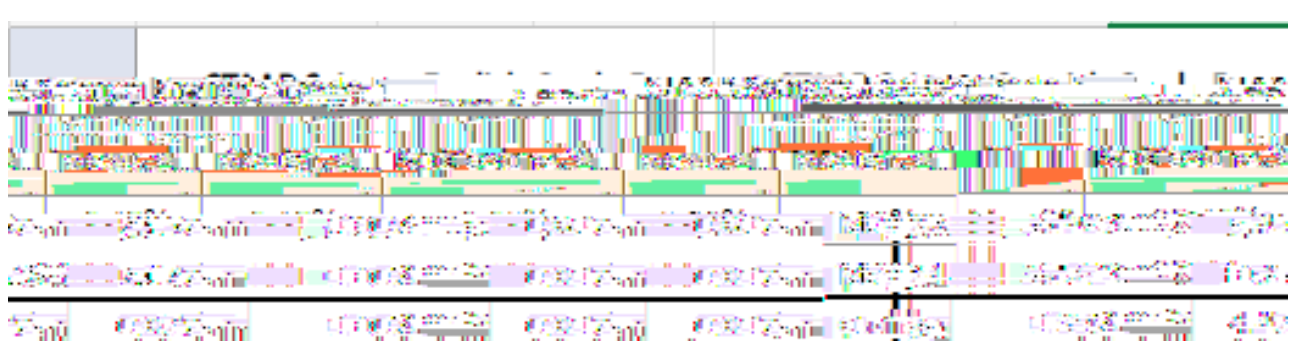
Student Learning

Student Learning Summary

	Approaches GL	Meets GL	Masters GL	Extended Constructed Response Score												Approaches G
10				0	1	2	3	4	5	6	7	8	9	10		
7.69%	7.69%	3.85%	0%	0%	0%	0%	Mav-24	64.94%	32.47%	12.99%	46.75%	5.19%	12.99%	11.69%	12.99% 6.49%

STAAR Reading Language Arts Spanish Grade 4

	Approaches GL	Meets GL	Masters GL	Extended Constructed Response Score												Approac
10				0	1	2	3	4	5	6	7	8	9	10		
0%	35.71%	21.43%	0%	42.86%	14.29%	21.43%	0%	21.43%	0%	0%	0%	0%	0%	0%	May-23	74.68

Extended Constructed Response Score

| 7.53% | 18.28% | 7.53% | 15.05% | 7.53% | 8.60% | 2.15% | 2.15% | 0% | 0% | 33.33% | 0% | 0% | 66.67% | 33.33% | 0% | 0% |

May-24

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

Problem Statement 1 (Prioritized): Students are not reaching their potential in academic achievement.   **Root Cause:** Implementation of key instructional strategies such as goal

Perceptions

Perceptions Summary

The following information was taken from

- Over the parents su
- 100% ed parents
- Over 8 yed p
- 94% of su ent

Than their child's teacher.

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:

- 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
Strategy 1: Create and provide an aligned campus-wide system for guided reading implementation.
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
Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Coach, Teacher Committee
Title I:
2.4, 2.5, 2.6
- **ESF Levers:**
Lever 5: Effective Instruction
- **Additional Targeted Support Strategy**
Problem Statements: Student Learning 2
Funding Sources: Title I Personnel - 211 - Title I

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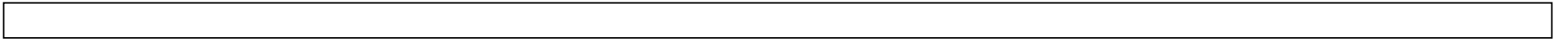
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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
Strategy 1: 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) 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.
     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: School Processes & Programs 1

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.

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
Strategy 1: Implement 9 week Vertical Alignment Collaboration
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   **Staff Responsible for Monitoring:** Administration, LOLs   **TEA Priorities:**   Build a foundation of reading and math, Improve low-performing schools   - **ESF Levers:**   Lever 1: Strong S

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
Strategy 1: Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum.
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 5: Effective Instruction - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 2

Performance Objective 4 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.

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

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
     Problem Statements: Perceptions 1

Strategy 2 Details

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
     Problem Statements: Demographics 1

Performance Objective 1 Problem Statements:

Demographics
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.

Perceptions
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.

Goal 2:

Goal 2:

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

State Compensatory

Budget for Cheney Hills Elementary

Total SCE Funds: $173,028.00

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

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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

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

Cheney Hills Elementary

Campus Funding Summary

	199 - General Funds: SCE
Goal	**Objective**