

## Cheatham Park Elementary Annual Plan (2024 - 2025)

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### **[G 1] Success Rate and Student Growth**

In the 2024-2025 school year, Cheatham Park Elementary will increase the percentage of students scoring "Met" or "Exceeded" in ELA and Math for all students and in each of the accountability subgroups, resulting in the achievement of Success Rate AMOs. Particularly, the percentage of third grade students who score "Met" or "Proficient" on ELA TCAP will increase from 21.3% to 26.2%.

Our AMO targets for the 2024-2025 school year are:

**\*\*ELA Grades 3-5: 24.2 (double AMO: 29.2)\*\***

- \* For BHN ELA Grades 3-5: 22.5 (double AMO:27.7)
- \* For ED ELA Grades 3-5: 20.9 (double AMO: 26.2)
- \* For SWD ELA Grades 3-5: 11.3 (double AMO:17.2)
- \* For EL ELA Grades 3-5: 16.2 (double AMO: 21.8)
- \* For Black ELA Grades 3-5: 23.3 (double AMO:28.5)

**\*\*Math Grades 3-5: 25.4 (double AMO: 30.4) \*\***

- \* For BHN Math Grades 3-5: 24.5 (Double AMO: 29.5)
- \* For ED Math Grades 3-5: 22.0 (double AMO: 27.2)
- \* For SWD Math Grades 3-5:14.6 (double AMO: 20.3)
- \* For EL Math Grades 3-5: 16.9 (double AMO: 22.4)
- \* For Black Math Grades 3-5: 25.7 (double AMO: 30.7)

Cheatham Park Elementary School will meet or exceed the growth standard in reading and math for all students and for those in each of the accountability subgroups.

### **Performance Measure**

For the achievement measure, the Success Rate AMO consisting of the percentage of students, in the aggregate and for each subgroup (BHN, ED, SWD, and EL), who score "Met" or "Exceeded" in ELA and math on the State's assessment will be the performance measure. For the growth measure, the TVAAS growth metric for all students and for those in each subgroup will be the performance measure.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
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<p><b>[S 1.1] High dosage, low ratio tutoring (grades K-5)</b></p> <p>Students will be identified to participate in high dosage, low ratio tutoring in ELA based on the following considerations: 25th-50th percentile on the universal screener, "approaching" on TCAP or ESGI assessments, RTI2 placement, and student attendance. Priority placement will be given to 4th graders who require tutoring as a pathway to promotion, any student in K-3 who was retained the previous year, and third graders based on the aforementioned criteria. Tutoring will take place at a 1:3 teacher to student ratio for a minimum of thirty minutes, two to three times per week.</p> <p>Tutoring lesson content follows a learning acceleration approach. Learning acceleration strategically and coherently prepares students for success in their current grade level by aligning tutoring content to grade-level standards taught in Tier I instruction and providing timely supports to build the prerequisite knowledge and skills students need to be successful with that content, or to give students extended practice with grade-level content utilizing CKLA. This is opposed to a remediation approach, which focuses on reteaching missed content and drilling skills from previous grade levels in isolation of current grade-level content.</p> <p>Schedules will be maximized to provide tutoring during the school day.</p> <p>After-school tutoring will be offered and strategically focused to support 3rd grade ELA. This will occur two days per week for 90 minutes each, with a continued focus on acceleration of learning aligned with the rigor expected within grade level standards.</p> <p><b>Benchmark Indicator</b></p> <p>* School-level data teams will analyze universal screening data three times per year (fall, winter,</p>	<p><b>[A 1.1.1] Data Team</b></p> <p>Administration, instructional coaches, lead interventionist, and teachers will analyze student data from universal screener, progress monitoring, common assessments and district benchmarks to monitor student progress and adjust placement in intervention/WIN time groups in order to best meet each individual's needs.</p>	<p>J. Hayes, D. Underhill</p>	<p>05/23/2025</p>		
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<p>and spring). If a student shows enough progress to exit Tier II, he or she would be considered for tutoring placement.</p> <p>* Benchmark data will be analyzed 2-3 times per year. Administrators and data teams will analyze the reading standards for participating students and analyze individual growth based on benchmark results.</p> <p>* School administrators and academic coaches will conduct tutoring walkthroughs using the ELA IPG at least quarterly.</p>					
	<p><b>[A 1.1.2] WIN Time and Master Schedule</b>          Extra Time and Support block is included in the daily schedule for all grades, above the required district minimum. CPES calls this "WIN Time", ensuring each student gets "What I Need" to fill gaps and maximize learning.</p> <p>This block also allows for low ratio, high impact tutoring. Staff members have been scheduled specifically to provide a high level of support with groups of 3 students or less. All tutors complete an on-line training course through the state in order to provide high quality support for students.</p>	<p>J Hayes, D. Underhill, M. Hogan</p>	<p>05/22/2025</p>		
<p><b>[S 1.2] Reading and math intervention and supplemental supports</b>          The CPES Master Schedule has a dedicated time for intervention and supplemental support of at least 30 minutes. Students are assigned to reading and math intervention and supplemental supports based on needs as indicated by multiple data sources. A hierarchy of supports are available at all schools.</p> <ul style="list-style-type: none"> <li>· tier 1 enrichment for grade-level and above standards</li> <li>· tier 1 remediation of grade-level standards including additional grade-level practice</li> <li>· tier 2 skill development in basic reading, fluency,</li> </ul>	<p><b>[A 1.2.1] Data Analysis through Mastery Connect</b>          Academic teams will utilize Mastery Connect to analyze common assessment data in order to make instructional decisions. Trends will guide how students are grouped for WIN time and inform teachers in planning for acceleration of learning.</p>	<p>J Hayes, M Hogan, M Logsdon</p>	<p>05/23/2025</p>		

<p>and/or comprehension; math calculations and/or math problem solving</p> <ul style="list-style-type: none"> <li>· tier 3 skill development in basic reading, fluency, and/or comprehension; math calculations and/or math problem solving</li> <li>· skills-based intervention (special education intervention if determined LRE by IEP) skill development in basic reading, fluency, and/or comprehension; math calculations and/or math problem solving</li> </ul> <p><b>Benchmark Indicator</b> Data teams, lead interventionist, and administrators will meet at least quarterly to discuss individual student progress in RTI based on progress monitoring and/or universal screener data, with a goal of decreasing the percentage of students who fall below the 25th percentile and resulting in moving students up to grade level acceleration/support in place of intervention.</p>					
	<p><b>[A 1.2.2] Data Team Meetings</b> CPES Data Teams will meet at least quarterly to analyze progress of students in tier 2 or tier 3 intervention groups. Interventions will be adjusted as needed on an individual basis to ensure we are meeting the needs of every student.</p>	<p>J Hayes, D Undershill</p>	<p>05/15/2025</p>		
<p><b>[S 1.3] High quality instruction and materials in math</b> During the 2023-2024 school year, the district implemented materials from the state board-approved, high-quality textbooks and instructional materials list that best address the needs of our local students and support quality instruction in the math classroom. Cheatham Park Elementary utilizes *Into Math*. Supplemental materials included adaptive, computer-based programs and online textbook access. High-quality instructional materials provide teachers with the necessary tools and resources they need to</p>	<p><b>[A 1.3.1] Team Planning</b> CPES academic teams meet weekly with administrators and coaches to plan instruction using high quality instructional materials. As math teachers plan instruction from the Into Math curriculum, teams continually refer to the Instructional Focus Documents to ensure alignment to the rigor expected within state standards.</p>	<p>J Hayes, M Logsdon, math teachers</p>	<p>05/23/2025</p>		

<p>prepare and deliver strong lessons that align to high academic standards and boost student achievement and outcomes.</p> <p><b>Benchmark Indicator</b> Administrators will monitor the use of math textbooks and instructional materials on classroom walkthroughs and observations. Benchmark assessments will be analyzed three times per year. Additionally, survey data from ongoing professional development sessions will be assessed to determine additional needs.</p>					
	<p><b>[A 1.3.2] Walkthroughs and formative feedback</b> Both administrators and coaches will spiral into classrooms regularly for the purpose of monitoring the quality of instruction, implementation of the curriculum, alignment with standards, and formative feedback that is actionable for teachers.</p>	<p>J Hayes, C. Wilson, M. Hogan, M. Logsdon</p>	<p>05/23/2025</p>		
<p><b>[S 1.4] High quality instruction and materials in reading</b> The district purchased CKLA curriculum for K-5 to best address the needs of our local students and support quality instruction in the classroom. High-quality instructional materials provide teachers with the necessary tools and resources they need to prepare and deliver strong lessons that align to high academic standards and boost student achievement and outcomes.</p> <p><b>Benchmark Indicator</b> Administrators will monitor the use of textbooks and instructional materials during classroom walkthroughs and observations. Benchmark assessments will be analyzed three times per year. Additionally, survey data from ongoing professional development sessions will be assessed to determine additional needs.</p>	<p><b>[A 1.4.1] Team Planning</b> CPES academic teams meet weekly with administrators and coaches to plan instruction using high quality instructional materials. As ELA teachers plan instruction from the CKLA curriculum, teams continually refer to the guidance documents provided by the state to ensure alignment to the rigor expected within state standards.</p>	<p>J Hayes, M Hogan</p>	<p>05/23/2025</p>		
	<p><b>[A 1.4.2] Walkthroughs and formative feedback</b> Both administrators and coaches will spiral into classrooms regularly for the purpose of monitoring the quality of instruction, implementation of the</p>	<p>J Hayes, C Wilson, M Hogan, M Logsdon</p>	<p>05/23/2025</p>		

	curriculum, alignment with standards, and formative feedback that is actionable for teachers.				
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**[G 2] Student Supports and Wrap-Around Services**

By supporting students physically, socially, emotionally, behaviorally, and culturally, Cheatham Park Elementary will increase the amount of time that students are receiving high-quality, classroom instruction by decreasing chronic absenteeism by 5% and reducing student incidents, including assignments of in-school and out-of-school suspension, in PowerSchool by 5%.

**Performance Measure**

Incident numbers by behavior and action will be pulled from PowerSchool twice per year. This data will be reviewed by the student services supervisor and the behavior coordinator. CPES documented 102 discipline incidents in the 2023-2024 school year. Based on this number, the goal would be to reduce that number to 97 or lower during the 2024-2025 school year.

Attendance reports will be pulled at least three times per year by the system data supervisor at the district level. School admin will check at least monthly. The goal is to reduce chronic absenteeism at CPES from 14% to 9%.

Strategy	Action Step	Person Responsible	Estimated Completion Date	Funding Source	Notes
<p><b>[S 2.1] Increased stakeholder engagement</b> Cheatham Park Elementary will promote effective student, teacher, parent, family and community engagement in the planning, implementing, and evaluating of Family Engagement Plan, School Parent Compact, and all school activities. A translator will be available during the school day and at all school functions to provide equal opportunity for our Spanish-speaking families to be involved.</p> <p><b>Benchmark Indicator</b> CPES will measure the stakeholder involvement through Title I meeting documentation, PTO logs, parent-teacher conference logs, open house sign in sheets, monthly newsletters, Class Dojo communication, website and social media engagement.</p>	<p><b>[A 2.1.1] Activities for Stakeholder Involvement</b> CPES will organize and host multiple opportunities for all stake holders to be involved. Informative Title I meetings will be held with a survey for them to complete for feedback. A translator will be available during the school day and at all school functions to provide equal opportunity for our Spanish-speaking families to be involved.</p> <p>Parent-Teacher Conferences will be held in the fall and spring for parents and guardians to be involved in their child's education. The PTO will organize opportunities for parents and the community to support student learning.</p> <p>CPES will host a Literacy Night, STEAM Night, ELL breakfast, Read to Me Day, and invite community members to be Reading Buddies, and a part of the Jr. CEO program.</p> <p>Parents and Guardians are also invited to contribute to the School Improvement Plan and School-Parent Compact.</p>	<p>J Hayes and M Hogan</p>	<p>05/23/2025</p>		

	<p><b>[A 2.1.2] Social Media</b>  CPES will keep the school website, Twitter, and Facebook up to date for all stakeholders to be informed throughout the year. Teachers will keep their own website up to date in order to help communicate with parents about what is going on in their classrooms. Class Dojo will also be used as a daily communication tool between students, guardians, and teachers. Teachers will provide Spanish translation of all English communication to parents.</p>	<p>J Hayes, M  Hogan, D  Rideout</p>	<p>05/23/2025</p>		
	<p><b>[A 2.1.3] Family Involvement</b>  Cheatham Park Elementary School will provide information, materials, and other opportunities using a variety of delivery systems to support families in helping their children be successful in school. CPES will host school-wide events and provide information, materials, and training opportunities using a variety of delivery systems to support families in helping their children be successful in school. Families may also access meetings through virtual Zoom options or the recording technology to be viewed at a more convenient time.</p> <p>Evidence will be shown with documentation of communication with parents and families, Remind App Documentation, phone call records, letters home, school reach calls, sign in sheets, etc. CPES also has a full-time translator.</p>	<p>J Hayes, M  Hogan, M  Logsdon, C  Wilson</p>	<p>05/23/2025</p>		
<p><b>[S 2.2] Alternatives to suspension</b>  CPES will offer alternatives to suspension that provide students an opportunity to receive instruction as well social-emotional learning supports in an effort to change behaviors.</p> <p><b>Benchmark Indicator</b>  Administrators and counselor will run quarterly data reports to monitor use and effectiveness of these programs. Additionally, walkthroughs and</p>	<p><b>[A 2.2.1] TIP Program</b>  CPES offers a TIP classroom for students with behavioral needs that have not been improved through less restrictive interventions. Within this classroom, students participate in all academic, grade level learning while received social emotional support for behavioral needs. TIP staff work with students on setting goals, identifying behaviors, and leveling up. District staff supports this program regularly.</p>	<p>C Wilson, R  Philbin, A  Ziegler</p>	<p>05/23/2025</p>		

<p>observations will occur within these programs quarterly.</p>					
<p><b>[S 2.3] Student attendance</b>  District-wide chronic absenteeism is a concern. At CPES, 14% of students are missing an average of 2 days or more per month. This is having a negative impact on student learning and academic achievement. We will focus on improving student attendance through increased monitoring and additional training on the early warning system/progressive truancy plan. The comprehensive attendance plan is designed to address chronic absenteeism and promote regular attendance among students. The plan could include the following targeted strategies, interventions, and monitoring processes to ensure that students attend school consistently and engage in their learning journey:</p> <ol style="list-style-type: none"> <li>1. Regular Communication with Parents and Guardians: Keeping parents informed about their child's attendance is essential through real-time notifications.</li> <li>2. Identify and Support At-Risk Students: Monitor attendance to identify students who need additional support.</li> <li>3. Utilize district and community supports to remove barriers for students and families.</li> </ol> <p><b>Benchmark Indicator</b>  Administrators will pull a report at least monthly to track students who are trending towards chronic absenteeism. Our goal is to reduce our chronic absenteeism to 9% or less in the 24-25 school year.</p>	<p><b>[A 2.3.1] Parent Communication for attendance purposes</b>  CPES will proactively send out communication about Chronic Absenteeism and its impact on student success through social media, webpage, and hard copy infographics.</p> <p>As student attendance is monitored, teachers will make contact with families after 3 absences. Administration will make contact after 5 absences. School Messenger is utilized as a daily call out for any student who is absent.</p>	<p>C Wilson</p>	<p>05/23/2025</p>		
	<p><b>[A 2.3.2] ID and Support At Risk Students</b>  Administration, school counselor, social worker, and family liaison will work together to identify at risk students based on attendance and develop strategies to check in and support students.</p>	<p>C Wilson, J Horton, L Mullin, P Stewart</p>	<p>05/23/2025</p>		



	<p><b>[A 2.3.3] Utilize District &amp; Community Supports to Remove Barriers</b>  CPES will continue to work with our School Social Worker, Family Resource Center, and mental health &amp; counseling supports to meet student and family needs.</p>	C Wilson, J Horton, L Mullin, A Share	05/23/2025		
<p><b>[S 2.4] Behavior Supports</b>  CPES utilizes the support of our TIP classroom, Restorative ISS, Solutions Room, and Behavioral Interventionist to provide classroom support and assist in developing plans to help students exhibiting behavior find success in the general classroom setting. In addition, district supports are provided through our behavior liaison and behavior tech. The goal is to reduce our overall behavior incidents by equipping teachers to manage classroom behavior and build student ability to monitor their own choices.</p> <p><b>Benchmark Indicator</b>  Success will be measured by a reduction in total student incidents in the 24-25 school year by at least 5%.</p>	<p><b>[A 2.4.1] SEL Support for Students</b>  All students who need additional support with social and emotional health will participate in small group sessions with the school counselor, Centerstone, and the district hired counselor.</p>	J Horton, A Share	05/23/2025		
	<p><b>[A 2.4.2] Solutions Room</b>  CPES will use the Solutions Room to ensure all students have the opportunity to learn from their behaviors. The Solutions Room will be managed by Restorative ISS teacher and Dr. John the behavior specialist. The focus will be on helping students solve problems and return to classroom.</p>	C Wilson, J Goetsch	05/23/2025		
	<p><b>[A 2.4.3] TIP Classroom</b>  CPES offers a TIP classroom for students with behavioral needs that have not been improved through less restrictive interventions. Within this classroom, students participate in all academic, grade level learning while receiving social emotional support for behavioral needs. TIP staff work with students on setting goals, identifying behaviors, and leveling up. District staff supports this program regularly.</p>	C Wilson, R Philbin, A Ziegler	05/23/2025		

<p><b>[S 2.5] Wrap-Around Services</b>  CPES will continue to utilize district social workers, translators, mental health behavior specialists, the Family Resource Center, and active MOU with Centerstone. Through these supports, we will reduce chronic absenteeism and behavior incidents among students.</p> <p><b>Benchmark Indicator</b>  A reduction by 5% in chronic absenteeism as measured in PowerSchool.</p> <p>A reduction in student incidents, including assignments of in-school and out-of-school suspension, in PowerSchool by 5%.</p>	<p><b>[A 2.5.1] ID and Support At Risk Students</b>  Administration, school counselor, social worker, and family liaison will work together to identify at risk students based on attendance and develop strategies to check in and support students.</p>	<p>C Wilson, J  Horton, L  Mullin, P  Stewart</p>	<p>05/23/2025</p>		
	<p><b>[A 2.5.2] Utilize District &amp; Community Supports to Remove Barriers</b>  CPES will continue to work with our School Social Worker, Family Resource Center, and mental health &amp; counseling supports to meet student and family needs.</p>	<p>C Wilson, J  Horton, L  Mullin, A Share</p>	<p>05/23/2025</p>		