# Birdville Independent School District

# Cheney Hills Elementary

# 2026-2027 Initial 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.***

# Value Statement

***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**

As of the 2024 - 2025 school year, Cheney Hills Elementary serves 696 students, with slightly more males (53.9%) than females (46.1%). The student population is predominantly Hispanic/Latino (76.6%), followed by White (9.5%), Black/African American (7.9%), Asian (1.6%), Native Hawaiian/Pacific Islander (0.9%), American Indian/Alaskan Native (0.1%), and students identifying as Two-or-More races (3.5%).

Nearly half of the students (49.7%) are identified as Emergent Bilingual (EB), with the majority participating in bilingual programs. Special Education services support 17.2% of students, while smaller groups participate in programs such as Gifted and Talented (3.5%) and Dyslexia services (2.3%).

The campus is a Title I schoolwide program, with a high proportion of students facing economic challenges—83.3% are identified as economically disadvantaged, with most qualifying for free meals (76%). In addition, 81% of students are considered at-risk, and over two-thirds (67.8%) are identified with intervention needs. About 9.3% of students are identified as immigrants, and a small number are military-connected (0.6%).

This diverse student body reflects a broad range of cultural, linguistic, and educational needs, with strong representation of bilingual learners and a significant portion of students requiring targeted academic and intervention support.

**Demographics Strengths**

Cheney Hills Elementary, a state-of-the-art facility that began its journey in 2021, is home to nearly 700 students from the vibrant Richland Hills community. The school's diverse demographic, prominently featuring a strong Hispanic/Latino majority, creates a culturally rich and family-oriented atmosphere. This diversity is further enriched by the presence of nearly half of the student body identified as Emergent Bilinguals, which not only enhances the cultural tapestry of the school but also promotes a dynamic learning environment where multiple languages and perspectives are celebrated.

To address the varied needs of our student population, Cheney Hills Elementary offers a range of specialized programs. Our Special Education services are designed to provide tailored support to students with unique learning requirements, ensuring they receive the necessary resources to succeed. The Gifted and Talented program challenges and nurtures students who exhibit exceptional abilities, fostering their intellectual growth and creativity. Additionally, our Dyslexia services are dedicated to supporting students with reading difficulties, helping them overcome challenges and achieve literacy success. The school's Title I designation underscores our commitment to supporting students who face economic challenges, ensuring that all children have access to quality education and opportunities for success.

A significant strength of Cheney Hills Elementary is the increasing involvement of parents and the community. This active participation not only enhances the school's welcoming and supportive environment but also plays a crucial role in the academic and social success of our students. By fostering strong partnerships with families

and community members, we create a collaborative atmosphere where students are encouraged to thrive and reach their full potential.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth.
**Root Cause:** Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress.

**Problem Statement 2 (Prioritized):** A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects.
**Root Cause:** Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.

# Student Learning

**Student Learning Summary**

In reviewing the STAAR performance for Spring 2025, we observe that our 3rd-grade students have shown a performance in math where 58.4% of students are at the Approaches level, 27.3% at the Meets level, and 7.8% at the Masters level. This indicates that while a majority of students are approaching grade-level expectations, there is a need to focus on strategies that will elevate more students to meet and master the standards. Similarly, in 3rd-grade reading, 57.1% of students are at the Approaches level, 26.0% at the Meets level, and 9.1% at the Masters level. This suggests a parallel need for targeted interventions to enhance reading comprehension and critical thinking skills.

For our 4th-grade students, the math results show that 48.1% are at the Approaches level, 29.1% at the Meets level, and 8.9% at the Masters level. This data highlights a significant opportunity to improve foundational math skills and problem-solving abilities. In reading, 70.0% of 4th graders are at the Approaches level, 30.0% at the Meets level, and 7.5% at the Masters level. The higher percentage of students approaching expectations in reading compared to math suggests that while reading strategies are somewhat effective, there is still room for growth in advancing students to higher levels of proficiency.

The 5th-grade math results are encouraging, with 61.6% of students at the Approaches level, 35.6% at the Meets level, and 12.3% at the Masters level. This indicates a relatively strong performance, yet there remains a need to push more students towards mastery. In reading, 59.7% of 5th graders are at the Approaches level, 31.9% at the Meets level, and 12.5% at the Masters level, reflecting a similar trend to math and underscoring the importance of continued emphasis on literacy skills. The science results for 5th grade show that 38.9% of students are at the Approaches level, 13.9% at the Meets level, and 8.3% at the Masters level. This data points to a critical need for enhanced science instruction and engagement to ensure students develop a deeper understanding of scientific concepts and inquiry skills.

**STAAR PERFORMANCE Spring 2025**

**3rd grade MATH**

Approaches - 58.4%, Meets - 27.3%, Masters - 7.8%

**3rd grade READING**

Approaches - 57.1%, Meets - 26.0%, Masters - 9.1%

**4th grade MATH**

Approaches - 48.1%, Meets - 29.1%, Masters - 8.9%

**4th grade READING**

Approaches - 70.0%, Meets - 30.0%, Masters - 7.5%

**5th grade MATH**

Approaches - 61.6%, Meets - 35.6%, Masters - 12.3%

**5th grade READING**

Approaches - 59.7%, Meets - 31.9%, Masters - 12.5%

**5th grade SCIENCE**

Approaches - 38.9%, Meets - 13.9%, Masters - 8.3%

**Student Learning Strengths**

While Cheney Hills Elementary is still working to reach full proficiency across all grade levels, the Spring 2025 STAAR data reflects several areas of strength. Across 3rd through 5th grades, a majority of students are performing at the Approaches grade-level standard in both math and reading, indicating that foundational skills are being developed effectively. Notably, 5th-grade students demonstrate relatively strong performance, with over 35% meeting grade-level expectations in math and reading and more than 12% achieving mastery in these subjects, showing that advanced learning opportunities are reaching some students successfully.

In reading, 4th-grade students show particularly strong engagement, with 70% performing at the Approaches level, suggesting that reading strategies and literacy instruction are having a positive impact. Across all grades, small percentages of students are already achieving at the Masters level, highlighting pockets of high-performing learners whose success can inform instructional strategies for the broader student population.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** A significant portion of students in grades 3-5 are performing at the Approaches level in math and reading, with relatively few achieving Meets or Masters standards, indicating that many students are not yet demonstrating grade-level proficiency.
**Root Cause:** While foundational skills are developing, instruction is not consistently differentiated or targeted enough to move students from Approaches to higher levels of mastery.

# School Processes & Programs

### School Processes & Programs Summary

Cheney Hills Elementary is committed to providing extensive support systems for both students and staff. As a Title I campus, students benefit from a variety of intervention and enrichment opportunities, including the addition of Collaborative Support Teachers (CSTs) who deliver small group instruction and scaffolded Tier 1 support through both push-in and pull-out models. These supports are complemented by campus and district instructional coaches who guide professional learning and ensure teachers have the tools needed to meet diverse student needs.

Teachers engage in ongoing growth through Professional Learning Communities (PLCs), where they analyze data, share high-yield strategies, study relevant research, and collaborate on lesson planning. Professional learning is further reinforced through coaching cycles, T-TESS walkthroughs, and the support of three instructional facilitators who provide targeted feedback and model best practices. These processes foster a culture of continuous improvement and collaboration among staff.

The Leader in Me initiative, now in its third year, provides a unifying framework for building student leadership, life skills, and a high-trust school culture. Cheney Hills aspires to become a Lighthouse Campus, demonstrating a high level of Leader in Me implementation and serving as a model for other schools. This program, combined with strong instructional supports, reflects the campus's mission to cultivate student success academically, socially, and personally.

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### School Processes & Programs Strengths

Cheney Hills Elementary demonstrates strong school processes and programs that directly support student success and staff growth. The addition of Collaborative Support Teachers (CSTs) enhances classroom instruction through small group and scaffolded Tier 1 support, while a robust bilingual program ensures that the needs of Emergent Bilingual students are met effectively. Instructional coaches, administrators, and district content coordinators work collaboratively to design and deliver a yearlong professional development plan, with ongoing learning embedded in Monday faculty meetings, weekly PLCs, and curriculum planning sessions. These structures provide teachers with timely feedback, opportunities for collaboration, and consistent alignment of instructional practices.

Student leadership and school culture are strengthened through Leader in Me, now in its third year, alongside opportunities for students to engage in Student Council and other leadership experiences. A Student Management System that emphasizes teacher responsibility supports positive behavior and accountability across the campus. Together, these systems create a culture of continuous improvement, shared leadership, and student-centered growth, positioning Cheney Hills Elementary for continued success.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency.
**Root Cause:** While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.

# Perceptions

### Perceptions Summary

As a school, we are committed to providing a safe and nurturing environment for our students, and it is heartening to know that over 88% of parents surveyed feel that their child is safe while at school. This reflects our ongoing efforts to maintain a secure atmosphere where students can focus on learning without concerns for their safety.

Effective communication between parents and teachers is crucial for student success, and it is encouraging to see that over 85% of parents feel they can communicate effectively with their child's teacher. This indicates that our efforts to maintain open lines of communication are successful, allowing for collaborative partnerships that benefit our students' educational experiences.

The fact that 94% of parents report their child likes coming to school is a testament to the positive and engaging atmosphere we strive to create. We believe that when students enjoy their time at school, they are more motivated to learn and participate actively in their education.

Our staff's commitment to being responsive and helpful is reflected in the over 95% of parents who report that their questions have been addressed by our team. This level of support is essential in building trust and ensuring that parents feel confident in the school's ability to meet their needs and those of their children.

### Perceptions Strengths

Cheney Hills Elementary benefits from strong perceptions of safety, communication, and staff responsiveness within its school community. Overwhelmingly, parents report that their children feel safe at school, which reflects the campus’s commitment to providing a secure and nurturing learning environment. Families also feel well-connected, with more than 85% indicating that communication with teachers is effective and supportive of student success. Parent survey results highlight that students enjoy coming to school, creating a positive and engaging atmosphere that fosters motivation and participation. In addition, staff responsiveness is a noted strength, as parents consistently affirm that their questions and concerns are addressed in a timely and helpful manner. These positive perceptions underscore Cheney Hills’s strong foundation of trust, collaboration, and student-centered culture.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Although most families report strong communication and responsiveness, not all parents feel fully connected or engaged in ongoing collaboration with the school.
**Root Cause:** The school's current engagement structures may not fully address the diverse needs and preferences of all families, making it difficult for some parents to feel included in meaningful collaboration.

# Priority Problem Statements

**Problem Statement 1**: Problem Statement: The wide range of student needs, including bilingual learners and students requiring intervention, challenges teachers' ability to provide differentiated instruction with consistency.

**Root Cause 1**: While CSTs, bilingual supports, and professional development structures are strong, teachers are still refining how to integrate these supports into Tier 1 instruction effectively and consistently.

**Problem Statement 1 Areas**: School Processes & Programs

**Problem Statement 2**: Although most families report strong communication and responsiveness, not all parents feel fully connected or engaged in ongoing collaboration with the school.

**Root Cause 2**: The school's current engagement structures may not fully address the diverse needs and preferences of all families, making it difficult for some parents to feel included in meaningful collaboration.

**Problem Statement 2 Areas**: Perceptions

**Problem Statement 3**: A significant portion of students in grades 3-5 are performing at the Approaches level in math and reading, with relatively few achieving Meets or Masters standards, indicating that many students are not yet demonstrating grade-level proficiency.

**Root Cause 3**: While foundational skills are developing, instruction is not consistently differentiated or targeted enough to move students from Approaches to higher levels of mastery.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: A large portion of students are identified as at-risk and economically disadvantaged, which creates challenges for ensuring equitable access to learning opportunities and consistent academic growth.

**Root Cause 4**: Many students enter school with limited early learning experiences and face barriers outside of school that impact readiness and sustained academic progress.

**Problem Statement 4 Areas**: Demographics

**Problem Statement 5**: A significant number of students are Emergent Bilinguals, creating the need for ongoing support in both language acquisition and content mastery to ensure success across all subjects.

**Root Cause 5**: Instructional practices and supports for language development are not yet fully aligned or consistently implemented to meet the diverse needs of bilingual learners.

**Problem Statement 5 Areas**: Demographics

# 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
- 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
- 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 2026 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:** Implement district initiative for small group instruction in K-2 using small group lesson planners.<br>**Actions:** 1) Provide model lesson as needed<br>2) Provide training and pictures/video of implementation<br>3) Discuss and monitor student data progress during student data meetings<br>4) Document usage during administrative walkthroughs<br>5) Emphasis on the use of mClass activities<br>**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator, and Leader of Learners (LOL), teachers<br><br>**Title I:**<br>2.51, 2.52, 2.53<br>- **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>- **ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>- **Targeted Support Strategy** |

**Strategy 2 Details**

**Strategy 2:** Implement and deliver the customized curriculum in grades 3-5 Reading Language Arts.

**Actions:** 1) Teachers will internalize the critical elements of Bluebonnet RLA.
2) Teachers will utilize Reading Language Arts Instructional Facilitators as a resource.
3) Administrators and Instructional Facilitators will conduct focus walks giving feedback on effective elements in the feedback model.
4) Small group instruction will be an instrumental piece to effective implementation.
5) Students will have peer to peer and teacher feedback to reinforce the mastery of the learning objective.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
**- ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building
**- Additional Targeted Support Strategy**

**Strategy 3 Details**

**Strategy 3:** Support the full implementation of the state-approved K-5 Bluebonnet Learning Math Curriculum

**Actions:** 1. Administrators, Instructional Facilitators, and math coordinators will conduct walkthroughs to inform level of fidelity of implementation.
2. A Great Minds representatives will provide professional development based on walkthrough and student data.
3. Model lessons as needed.
4. Require teachers to participate in coaching cycles with the campus instructional facilitator.
5. Analyze District Common Assessments monthly, universal screeners, and progress monitoring data to measure growth and inform instruction.

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

**Strategy 4 Details**

**Strategy 4:** All students in grades 3-5 will be invited to participate in Saturday Learning Academies targeting specific high frequency/high need instructional areas.

**Actions:** A) Identify Focus Areas: Use STAAR and classroom data to target high-need skills.
B) Invite Students: Send personalized invitations for grades 3-5 throughout the year, 2nd graders will be invited during Quarter 3 & 4
C) Plan Instruction: Develop engaging, standards-aligned lessons with small group support.
D) Engage Families: Communicate goals, provide resources, and share student progress.
E) Monitor & Adjust: Track attendance, assess learning growth, and refine future sessions.

**Staff Responsible for Monitoring:** Campus Administration, Instructional Facilitators

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
**- ESF Levers:**
Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building
**- Additional Targeted Support Strategy**

**Strategy 5 Details**

**Strategy 5:** Teachers will be consistent in the use of data to inform instructional decisions.

**Actions:** 1) Analyze STAAR, District 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 assessments) and reflect on individual performances creating personalized PDSAs
3) Teachers will utilize a variety of "Checking for Understanding" strategies to determine student instructional needs.
4) Teachers will meet bi-weekly with Instructional Facilitators to discuss student progress and compare with performance data.

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

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

**- Additional Targeted Support Strategy**

**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 pre-Kindergarten - 5th in reading and mathematics for identified student groups as measured by a district-approved monitoring instrument.
A) African American Eco Dis, and Sp. Ed. in Reading and subgroups will meet the 2027 Performance Measure goal for Student Achievement and Academic Growth.
B) African American, Hispanic, Eco Disadvantaged and Sp. Ed. in Math will meet the 2027 Performance Measure goal for Student Achievement and Academic Growth.
B) English Learners will meet the Composite "Advanced High" target of 42% by the end of the 2026 - 2027 school year.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, STAR REN, TELPAS, mClass, CIRCLE, DCA

| Strategy 1 Details |
| --- |
| **Strategy 1:** Lessons will be designed using Bluebonnet RLA/SRLA as an instructional framework in grades K-5, and Bluebonnet Math in grades K-5.<br>**Actions:** 1)Teachers will internalize the elements of the curriculum (Feedback Model and Bluebonnet Math).<br>2) Administrators and Instructional Facilitators will conduct focus walks giving feedback on effective elements in the instruction.<br>3) Teachers will be required to use district math curriculum, Feedback model.<br>**Staff Responsible for Monitoring:** Instructional Facilitators, principal, Assistant Principal<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building<br>**- Additional Targeted Support Strategy** |

**Strategy 2 Details**

**Strategy 2:** Teachers will be consistent in the use of data to inform instructional decisions.

**Actions:** 1) Analyze STAAR, Interim/Released STAAR, District Common Assessments, & 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, Instructional Facilitator, Team Leads (LOL members), Teachers

**TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building
- **Additional Targeted Support Strategy**

**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.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, CIRCLE, TELPAS, mCLASS

| Strategy 1 Details |
|---|
| **Strategy 1:** Implement 9 week Vertical Alignment Collaboration<br>**Actions:** 1) The campus will operate as a professional learning community.<br>2) Staff will analyze student work and performance data.<br>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?)<br>4) Staff will identify hard to teach/learn TEKS and share successful strategies<br>**Staff Responsible for Monitoring:** Administration, LOLs<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building<br>**- Targeted Support Strategy** |

| Strategy 2 Details |
|---|
| **Strategy 2:** Strategy 2<br>PreK staff is attending weekly PLCs to implement horizontal alignment collaboration.<br>**Actions:** PreK staff is attending weekly PLCs.<br>Use district curriculum to identify key strategies<br>Analyze student work samples to calibrate instruction<br>**Staff Responsible for Monitoring:** Campus admin and Instructional Facilitators |

**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 May 2026 (Wave 3-EOY), 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 Engage

| Strategy 1 Details |
| --- |
| **Strategy 1:** Daily Word Study/Phonics Instruction - Pre-K students will have a dedicated daily phonics time using district adopted curriculum.<br>**Actions:** 1) Use data to guide instruction and remediation.<br>2) Utilize scholastic as primary instructional resource.<br>**Staff Responsible for Monitoring:** Administration, Teachers, Instructional Facilitators<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 5: Instructional Leadership and Capacity Building<br>**- Additional Targeted Support Strategy** |

**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 May 2027 (EOY), 80% of KG-2nd grade students will be "on grade level" as measured by mCLASS.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** mCLASS

| Strategy 1 Details |
| --- |
| **Strategy 1:** Continued incorporation of Daily Word Study/Phonics Instruction<br>**Actions:** Teachers will utilize the Heggerty resources for daily phonics instruction.<br>Incorporation of Benchmark curriculum for Word Study<br>**Staff Responsible for Monitoring:** Administration, Academic Coach<br><br>**TEA Priorities:**<br>Build a foundation of reading and math<br>**- ESF Levers:**<br>Lever 5: Instructional Leadership and Capacity Building |

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

**Performance Objective 1:** By May 2027 the campus attendance rate will average 96% or higher.

**High Priority**

**Evaluation Data Sources:** PEIMS Attendance records

| Strategy 1 Details |
| --- |
| **Strategy 1:** Establish monthly or quarterly attendance recognition programs for students, classes, and grade levels with high attendance.<br>**Actions:** a) Requested televisions to be installed in main hallways which displaying scrolling attendance rates, accomplishments, etc.<br>b) Students meeting or exceeding the 96% goal will have their pictures added to the scrolling attendance display<br>c) Students meeting or exceeding the 96% goal will have their names included in an attendance incentive drawing each 9 weeks.<br>**Staff Responsible for Monitoring:** Administration, Teachers, Instructional Facilitators, Attendance Clerk, Front Office team<br><br>**TEA Priorities:**<br>Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems |

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

**Performance Objective 2:** During the 2026 - 2027 school year, the campus will hold a minimum of four family engagement nights.

**Evaluation Data Sources:** Schedule
Agenda

| Strategy 1 Details |
| --- |
| **Strategy 1:** Campus will have multiple opportunities for parents to be involved in their child's education.<br>**Actions:** 1) Meet the Teacher<br>2) Curriculum/Title I Information Night<br>3) Reading Night<br>4) Science Night<br>5) Math Night<br>6) Winter Holiday Performance<br>7) PTA Meetings<br>**Staff Responsible for Monitoring:** Administration, Teachers, PTA<br><br>**TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>**- ESF Levers:**<br>Lever 3: Integrated Student Support Systems |

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

**Performance Objective 3:** Students will demonstrate behaviors and attitudes that reflect high levels of social-emotional development, as measured by a district-administered student survey.

**Evaluation Data Sources:** District-administered student survey

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

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

**Performance Objective 4:** During the 2026 - 2027 school year, Cheney Hills will continue implementing Leader in Me.

**Evaluation Data Sources:** Morning Meetings
Data Binders

| Strategy 1 Details |
| --- |
| **Strategy 1:** Ensure that all teaching staff is trained with Leader in Me principles.<br>**Actions:** 1. Create a Lighthouse Team for faculty leadership to guide campus implementation.<br>2. Contract with Franklin Covey to schedule training<br>**Staff Responsible for Monitoring:** Campus Administration<br>Lighthouse Committee<br><br>**ESF Levers:**<br>Lever 3: Integrated Student Support Systems |

**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 |
| --- |
| **Strategy 1:** Comply with all required safety training and incorporate a safety suggestion in all faculty meetings.<br>**Actions:** 1) Monitor completion of required training.<br>2) Model safe working procedures.<br>3) Share district resources with staff.<br>4) Use agendas to document safety suggestions<br>**Staff Responsible for Monitoring:** Administration<br><br>**ESF Levers:**<br>Lever 3: Integrated Student Support Systems |

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

**Performance Objective 2:** Enhance school culture by implementing and monitoring strategies that improve staff , student and family engagement.

| Strategy 1 Details |
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| **Strategy 1:** 1. Implement StrengthsFinder to foster a culture of continuous improvement by developing leaders and teams.<br>2. Show appreciation to staff through such things as staff shirts. |