



CAMPUS IMPROVEMENT PLAN

2022-2023

Revised October, 2023

Date of Board Approval: _____

Planning and Distribution Procedures

CNA and CIP Process: *(provide a brief description of the process LEA uses to develop CNA and CIP)*

Chapel Hill Academy Charter School (CHA) strives to engage with a variety of stakeholders in the development of the Comprehensive Needs Assessment and the Campus Improvement Plan. CHA is a one-campus district; therefore, the CIP is all-encompassing for the District.

- **Data Gathering** - surveys (parent, community, and students), assessment data (CLI, STAAR, MAP, and benchmarks, etc), classroom rosters, and observations.
- **Meetings** – Parent Advisory Council, CHA Board meetings, CHA management meetings, PLCs, & staff meeting agendas, minutes, and sign-in sheets are utilized to discuss the needs, funding, assessment results, safety & security concerns, etc.
- **Needs Assessment** – Results of the needs assessed are documented through minutes, agendas, etc. and input into the CNA and CIP. A series of steps are taken to review the needs of the overall campus.
- **Development of CIP** – A collaborative effort of staff involved in collection of needs assessment data; a series of community and small-group meetings targeted at academic, security, assessment, operations, finances, faculty & staff, families, and student academic and social-emotional aspects.

Distribution: *(provide a brief description of how the LEA makes the following documents available to parents and the public)*

- **Campus Improvement Plan** – The CIP is posted on the website in English and Spanish at www.chapelhillacademy.org. Hard copies are available at the front office, 4640 Sycamore School Road, Fort Worth, 76133.
- **Parent and Family Engagement Policy** – The Parent and Family Engagement Policy is posted on the website in English and Spanish at www.chapelhillacademy.org and included in the weekly newsletter distributed to all families. Hard copies are available at the front office, 4640 Sycamore School Road, Fort Worth, 76133.
- **School Parent Compact** – The School Parent Compact is posted on the website in English and Spanish at www.chapelhillacademy.org and included in the weekly newsletter distributed to all families. Hard copies are available at the front office, 4640 Sycamore School Road, Fort Worth, 76133.
- **Translation** – These documents are provided in English and Spanish. Should another language be needed families may contact the office of the Chief of Education Services at 817-255-2500.

Legal References

- Each school district shall have a District Improvement Plan that is developed, evaluated, and revisited annually, in accordance with district policy, by the Superintendent with the assistance of the District level committee. (*Section 11.251 Texas Education Code*)
- Each school year, the Principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the Campus Improvement Plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (*Section 11.253 Texas Education Code*)

Mission Statement

Lena Pope's mission is to equip children, families, caregivers, and community with a strong foundation through counseling, education, and behavior interventions. CHA carries out this mission by honoring the enduring legacy of Lena Pope by proactively responding to community needs, providing quality, compassionate care, engaging with a spirit of collaboration investing in a culture of respect, intentionally demonstrating transparency and continually leading with excellence. CHA teams focus on equity in educational

achievement with a focus on literacy. Technology components are integrated into the classroom and learning environment, as well as intervention opportunities for enhanced Math and Reading skills. CHA utilizes active learning strategies to engage students in all parts of their education to increase and maintain their interest while learning.

Campus Improvement Planning & Decision Making Committee

Name	Position (Stakeholders)	Signature
Ricardo Montalvo	Principal	
Azure Dismuke	Assistant Principal	
Jon McCracken	Director of Campus Operations	
Amy Jo Miller-Wall	Assistant Principal	
Anthony Cathey	Dean of Students	
Shay Kuehner	PEIMS Coordinator; State & Federal Programs Coord	
Ashley Elgin	Superintendent	
Victoria Sendejo	Chief of Education Services	
Ivonne Gutierrez	Parent	
Gabriela Zamora	Parent	

State of Texas Public Education Mission and Academic-Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, land supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

State of Texas Public Education Goals

1. Students in the public education system will demonstrate exemplary performance in the reading and writing of the English language
2. Students in the public education system will demonstrate exemplary performance in the understanding of mathematics
3. Students in the public education system will demonstrate exemplary performance in the understanding of science
4. Students in the public education system will demonstrate exemplary performance in the understanding of social studies

State of Texas Public Education Objectives

1. Parents will be full partners with educators in the education of their children
2. Students will be encouraged and challenged to meet their full educational potential
3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma
4. A well-balanced and appropriate curriculum, will be provided to all students
5. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society
6. Qualified and highly effective personnel will be recruited, developed, and retained.
7. The state's students will demonstrate exemplary performance in comparison to national and international standards.
8. School campuses will maintain a safe and disciplined environment conducive to student learning.
9. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning
10. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration

Chapel Hill Academy is a Schoolwide Title I program. As a Community Eligibility Provision school, students are identified as Economically Disadvantaged for reporting and Title I purposes through an optional Socio-Economic form during the enrollment process. Students are also identified through the Direct Certification Program roster from the Child Nutrition Program.

Academically, Chapel Hill Academy provides a variety of needs at all levels, including Reading & Math Interventionist services to students assessed as low-performing or in need of intervention.

Parent and Family Engagement plans, Parent Advisory Council, and other objectives for family involvement are engaged at CHA through Social Worker and administrators. Family Engagement Policy, School Parent Compact, and other forms of communication are included on CHA website, the school newsletter, and School Messenger systems.

State Compensatory Education funds are used to support Title I initiatives (as a schoolwide campus). At Risk criteria are determined based on the required indicators and confirmed by school administrators and program supervisors.

CHAPEL HILL ACADEMY GOALS

GOAL 1 - ACADEMIC:

100% of students will demonstrate growth by at least 10% on the Math benchmark assessments by the end of school year 2023

OBJECTIVE 1 - To ensure that instruction is aligned to learning standards for mastery on benchmark assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
Provide high dosage tutoring	HB45 Coordinator	Local funds TCLAS ESSER	08/11/2022- 05/26/2023	Attendance records, progress monitoring, employee time sheets	Student growth Test results	Ongoing
Renew contract Lexia English, Lexia Reading, NWEA, TPRI, and other successful curriculums	Teachers, ESL & Dyslexia Specialist, Instructional Team, Sped Team	Local funds ESSER	08/11/2022- 05/26/2023	Student progress monitoring; program implementation monitoring	Student progress report, DMAC reports, and benchmark assessments	BOY, MOY & EOY
Continue utilization of enhanced web-based data system & test bank for benchmark testing & statewide assessment	Teachers, Instructional Team, ESL & Dyslexia Specialists, SpEd team	DMAC, online curriculum, Cambium practice tests	08/11/2022- 05/26/2023	Disaggregated data, assessments	Student growth, assessment results	BOY, MOY, & EOY
Utilize research-based curriculum for ELAR-Amplify (K-8), MATH Eureka (K-5) & Carnegie (6-8)	Teachers, Instructional Team	Local funds ESSER DMAC	08/11/2022- 05/26/2023	PLCs, Classroom walkthroughs, Student work	Unit tests, MAP test, STAAR	Ongoing
Continue weekly PLC (Professional Learning Communities) meetings	Teachers, Instructional Team, Admin	Local funds	08/11/2022- 05/26/2023	Agendas and sign-in sheets	Effective collaboration and high quality instruction	Ongoing

Continue to provide inclusion support for special populations; including identification, assessments, inclusion or pull-outs, progress monitoring, and parent involvement	ESL, Dyslexia, & SpEd Team, Special Populations Team	Title I, II - Dyslexia & Math Specialists; IDEA - Speech Therapist; Local funds; ESped	08/11/2022-05/26/2023	PEIMS & SIS reporting, evaluation reports, pull out logs	Assessment data, ARD meetings & IEP updates, LPAC notes,	Beginning of school year; Ongoing
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GOAL 2 - ACADEMIC:

100% of students will demonstrate growth by at least 10% on the Reading benchmark assessments by the end of school year 2023

OBJECTIVE 1 - To ensure that instruction is aligned to learning standards for mastery on benchmark assessments.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
Provide high dosage tutoring	HB45 Coordinator, tutors	Local funds TCLAS ESSER	08/11/2022-05/26/2023	Attendance records, progress monitoring & assessments	Student growth Test results	Ongoing
Renew contract Lexia English, Lexia Reading, NWEA, TPRI, and other successful curriculums	Teachers, ESL & Dyslexia Specialist, Instructional Team, Sped Team	Local funds	08/11/2022-05/26/2023	Student progress monitoring; program utilization monitoring	Student progress report, DMAC reports, and benchmark assessments	BOY, MOY & EOY
Continue utilization of enhanced web-based data system & test bank for benchmark testing & statewide assessment	Teachers, Instructional Team, ESL & Dyslexia Specialists, SpEd team	DMAC, online curriculum, Cambium practice tests	08/11/2022-05/26/2023	Disaggregated data, assessments	Student growth, Assessment results	BOY, MOY, & EOY

Utilize research-based curriculum for ELAR-Amplify (K-8), MATH Eureka (K-5) & Carnegie (6-8)	Teachers, Instructional Team	Local funds ESSER DMAC	08/11/2022-05/26/2023	PLCs, Classroom walkthroughs, Student work	Unit assessments, MAP & STAAR assessments	Ongoing
Continue weekly PLC (Professional Learning Communities)	Teachers, Instructional Team, Admin	Local funds	08/11/2022-05/26/2023	Agendas and sign-in sheets	Effective collaboration, high quality instruction, knowledgeable staff, and academic progress	Ongoing
Continue to provide inclusion support for special populations; including identification, assessments, inclusion or pull-outs, progress monitoring, and parent involvement	ESL, Dyslexia, & SpEd Team, Special Populations Team	Title I, II - Dyslexia & Math Specialists; IDEA - Speech Therapist; Local funds; ESped	08/11/2022-05/26/2023	PEIMS & SIS reporting, evaluation reports, pull out logs	Assessment data, ARD meetings & IEP updates, LPAC notes, Dyslexia progress monitoring, pre and post assessments	Beginning of school year; Ongoing

GOAL 3 - ACADEMIC:

100% of students will demonstrate a 5% growth on MAP, Children’s Learning Institute (CLI), DMAC, TPRI and other assessment testing by MOY and a total increase of 10% by EOY 2023.

OBJECTIVE 1 – Ensure that 85% of students will be on or above grade-level in reading and math at the end of the 2022-2023 school year by utilizing Amplify, Eureka, and Carnegie instructional resources and practices to enhance student performance.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
Utilize MAP data to determine student needs toward mastery in reading and math	Instructional Team, Teachers	ESSER Local funds NWEA	08/11/2022-05/26/2023	Learning goals, Progress monitoring, data dissemination	Student growth and targeted skills	BOY, MOY, & EOY

Utilize CLI for early education assessment goals	PK & Kindergarten teachers; PEIMS Coordinator	Local funding, EEA	Kindergarten (Fall); PreK (Summer)	Assessments, ECDS submissions reports, and TSDS uploads	assessment results, progress monitoring	BOY, MOY & EOY
Gifted and Talented Students will receive enrichment in preparation to achieve mastery level	GT Specialist	Local funding	08/11/2022-05/26/2023	Teacher lesson plans, benchmarks, MAP scores	Mastery level achieved on STAAR	May, 2023

GOAL 4 – STAFF QUALITY, RECRUITMENT, & RETENTION:

Chapel Hill Academy will recruit and retain highly qualified teachers in all core subjects to improve instructional quality for student success.

Objective 1 - Maintain high quality staff and ensure teachers have the opportunity to collaborate and participate in high quality professional development

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
Recruit experienced teachers who meet highly-qualified standards of state certification	District & Campus Admin; HR	CHA website, Facebook, University job postings, job fairs	Ongoing	Number of applicants for posted positions; percentage of highly qualified staff	All CHA staff highly qualified	Ongoing
Hire highly-qualified paraprofessionals or assist them in reaching highly-qualified status	Principal	Local/state training	Ongoing	Percentage of highly qualified or certified paraprofessionals on campus	All paraprofessionals and aides are highly qualified	Ongoing
Continue to analyze teacher certification and experience; encourage teachers to obtain additional certifications as needed	Principal District HR	Local/State	Ongoing	Percentage of fully certified teachers on campus	Teachers are certified at different levels (SPED, ESL, etc...)	Ongoing
Provide first-year teachers	Principal,	PD	Ongoing	New teacher job	Teachers utilization in the	Ongoing

with ample support/resources. Informal mentoring program, PD documentation, feedback from principals and other staff	Elem AP, Middle School AP	(vendors), Instructional coaching, New Teacher Academy		satisfaction and student classroom performance	classroom of strategies and techniques learned	
Utilize teacher appraisal system (TTESS) for teacher development & improvement	Principal, Elem AP, Middle School AP	T-TESS results	October 2022 – May 2023	Consistent monitoring, feedback, and reflection	Enhance teachers' pedagogical skills with the goal of improving student achievement	Ongoing
Ensure all staff complete the Reading Academies in a timely manner	Principal	Local funding	May, 2023	Module completion, registrations	TTESS, observations, Completion certification	May, 2023

OBJECTIVE 2 – 100% of teachers in the Alternative Certification Program will obtain Texas Teacher Certification

Action Steps	Person(s) Responsible	Resources	Completion Timeline	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
Monitor ongoing progress of teachers in ACP to ensure completion of modules and preparedness to take state exams	Campus Admin & Mentors	Local	08/11/2022-05/26/2023	Meetings with mentors; personnel file review	Module completion and Certification obtained	By end of the school year

GOAL 5 – SCHOOL CLIMATE & CULTURE:

Students will utilize appropriate replacement behaviors to promote hope, happiness, and success through social emotional learning and growth.

OBJECTIVE 1 - Establish school wide positive behavior intervention plan to increase desired behaviors and minimize disruptive behaviors.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines
Implement PBIS (Positive Behavior Intervention System) program in 5 th grade pilot	Dean of Students	Local; Title IV, ESSER – Behavior Interventionists	October 2022 – May 2023	Attendance records, PBIS training records, discipline referral data	Reduction in classroom referrals, decrease in ISS/OSS days, parental contact, and disruptive behavior; increase positive student behavior	January 2023
Complete pre-requisite PBIS training for BI's, Dean of Students, & PBIS Coach	Dean of Students	Local	9/23/22 – 10/13/22	Registration confirmation	Utilization of strategies & techniques learned	September 2022 October 2022
Implement PBIS training to all 5 th grade teachers	Dean of Students, PBIS Coach	Local Title IV	9/23/22-	Sign-in sheets	Teachers utilization in the classroom of strategies and techniques learned; feedback to trainers	January 2023
Implementation of Incentive Point System to document positive behaviors and earn points/rewards	Dean of Students, BI's	Local Title IV	8/11/22 – 5/26/23	Kickboard training materials	Classroom monitoring, ISS/OSS attendance records, points/rewards program documentation	December 2022

OBJECTIVE 2 – All students will possess and utilize the social emotional skills needed to be successful at home, school, and in the community.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
Continued implementation of Second Step SEL program in all grade levels	Social Worker, Teachers	Title IVA	8/11/22-5/26/23	Lesson plans, observations, SEL committee minutes	Decrease in office referrals, discipline issues, and parent contact for behaviors	Ongoing
Refer students and families to Lena Pope counseling program as needed	Campus Admin, Social Worker	Local	8/11/22-5/26/23	Referral forms & documentation of visits	Student behaviors, parent contacts	Ongoing
Train staff to identify student & families needing social services or CPS referral	Social Worker	Local CPS	8/11/22-5/26/23	Training sign-in sheets or certification of completion	Teachers provide more positive reinforcement and knowledge	Annually
Continue Second Step bullying prevention program schoolwide	Social Worker,	Local	8/11/22-5/26/23	Training rosters & materials	Increase in students academic output and decrease in office referrals	Ongoing

	Teachers, Dean of Students					
Staff training – MHMR Youth Mental Health Training	Director of Campus Operations	Local	8/11/22- 5/26/23	Training rosters & materials	Increased awareness and knowledge of identifying and understanding mental health issues	October 2022

GOAL 6 – SCHOOL SAFETY AND SECURITY

Ensure a safe and healthy learning environment based on local, state, and federal auditing and guidelines

OBJECTIVE 1 – Campus will provide a safe learning environment to eliminate security breach, outside threat or harm to students, staff, and parents; including physical modifications or enhancements to facilities as identified and required.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
Additional measures to ensure all entry & exit doors are secure; all classroom doors remain locked at all times	Director of Campus Operations	Local	8/11/22- 7/26/23	Purchase orders and invoices, monthly checks	Only authorized visitors and staff are on campus with badges visible at all times, weekly inspection documents	Weekly exterior door inspection
Provide identification badges to all staff, visitors will show ID and be checked through the Raptor reporting security system. All visitors must wear an ID badge with name and destination	Dir. Campus Operations, Front Desk personnel	Raptor, Local funds	8/11/22- 7/26/23	Key distribution log, Raptor reports,	Only authorized visitors and staff are on campus with badges visible at all times.	Daily
Provide additional outside security during pick-up time	Dir. Campus Operations	FYPD, Title IV	8/11/22- 7/26/23	Payroll records, Title IVA records	Decreased risk of student or parent harm, orderly conduct	Daily
Continue with required school safety drills	Dir. Campus Operations Teachers, Admin	Local funds	8/11/22- 7/26/23	Log of all drills	Safe and timely evacuations; drill logs	Monthly (at a minimum)

All volunteers with direct, individualized access to students will undergo background checks through Raptor and HR prior to volunteer opportunities	Dir Campus Operations, Social Worker	Local funds, Lena Pope HR Dept	8/11/22-7/26/23	Approved volunteer applications; Raptor; Volunteer log	All authorized visitors will wear their visitor's badge in plain view	Daily
Established a Threat Assessment Team	Dir Campus Operations, Admin	Local funds	8/11/22-5/26/23	Minutes from monthly meetings	Mitigating effects of school threats through support systems	Monthly
Safety & Security Committee will continue to meet and assess all safety and security concerns	Dir. Campus Operations, Admin	Local funds	8/11/22-5/26/23	Minutes from meetings	Facility improvements, and school safety policies & procedures	Meet 3x a year

GOAL 7 – PARENT & COMMUNITY ENGAGEMENT:

OBJECTIVE 1 – Provide opportunities to continue to engage parents and families in the educational process by coordinating family and school events and establishing an active Parent Teacher Association.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
Assessment results and required notifications will be made available in parents native language	Teachers, Admin	CLI, MAP, TPRI, etc Teachers	8/11/22-5/26/23	Copy of report, conference notes, website if applicable	Parents will receive notices in a timely manner	Within 10 days of release
Hold parent conferences on teacher work days to discuss student progress	Teachers, Admin	Report cards, Progress Notes	8/11/22-5/26/23	Sign-in sheets, teachers notes	Increased parental knowledge of students academic success or needs	
Host Meet the Teacher, Family Math & Science night, Literacy night, StoryBook Parade, Trunk or Treat and other activities to involve parents and the community	CHA staff PTA	Local funding	8/11/22-5/26/23	Sign in sheets, fliers, included in newsletters	Increase in student Math, Science, and Reading scores	Once a year each
Hold a minimum of 4 PTA meetings and increase	PTA, CHA staff	PTA, Local funds	8/11/22-5/26/23	Meeting minutes, agenda, and sign-in sheets	Increased awareness of school activities, community feedback	5 times a year

staff and parent membership						
Include parents in the identification, progress, and support of special student populations (Dyslexia, SpEd, 504, etc)	Program Specialists, Admin, Teachers	Title I, II - Dyslexia & Math Specialists; IDEA – Speech Therapist; Local funds	8/11/22-5/26/23	IEPs, accommodations, LPAC notes, assessment results, small group support, attendance, program eligibility documentation	Increase in student growth and scores through Interventionists pull-outs, small groups, etc; Report cards & progress notes; assessment data	BOY, MOY, EOY; upon enrollment

OBJECTIVE 2 – Strengthen and develop new partnerships within the community to create enrichment opportunities for students by collaborating with the Lena Pope Development Dept for community outreach opportunities.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline
Invite stakeholders to serve as Reading Friends utilizing newsletter and other communications	Teachers, Admin, Lena Pope Dev	Lena Pope Dev, Volunteers, Local funds	8/11/22-5/26/23	Sign-in sheets, communication documentation, Photos	Increased student interest in Literacy	Ongoing
Invite community & stakeholders to applicable activities and special occasions at CHA	Teachers, Admin, Lena Pope Dev	Lena Pope Dev, Volunteers, Local funds	8/11/22-5/26/23	School Messenger, Newsletter, Facebook, photos	Increased student awareness of community involvement	Ongoing

Based on previous years data, surveys, and stakeholder input, Chapel Hill Academy’s Comprehensive Needs Assessment and Parent Involvement/Family Engagement Policy continue to be reviewed and revised as needed to meet the needs of students, families, and the community. Needs assessed in the 2022-2023 CNA include differentiated instruction to close the achievement gap, vertical alignment of core subjects, research based professional development and intervention strategies, parental involvement and representation, and security updates.

Chapel Hill Academy utilizes federal funding in a manner consistent with the input of our stakeholders, including the community, CHA families, faculty, and staff. Our focus for the Title I & II funding (ESSA – Every Student Succeeds Act) remains to provide quality instruction or intervention in math and reading, funding a Math Specialist and a Dyslexia Specialist. Title IVA funds are utilized to support the Safe and Healthy Students component of the grant by promoting the social emotional learning (SEL) opportunities, behavior management, and school security.

Special Education federal funding (IDEA – Individuals with Disabilities Education Act) supports the need for a quality Speech Therapist and assistant, as well as materials to supplement the services provided at Chapel Hill Academy to our Special Education population.

Special ESSER funding (Elementary and Secondary School Emergency Relief) provided by the CARES Act (Coronavirus Aid, Relief, & Economic Security) has been utilized for Reading Intervention, Behavior Intervention, curriculum, technology, and safety through ESSER I, ESSER II, and ESSER III, which will continue through the 2023-2024 school year.

Additionally, TCLAS (Texas Covid Learning Acceleration Support, an extension of ESSER funding), is utilized for high quality instructional curriculum, high quality staff development on curriculum implementation, RSSP (Resilient Schools Support Program, and materials to provide high impact tutoring (HIT) that includes STEM enrichment activities to increase engagement and higher order thinking skills.