

Chapel Hill Academy

Comprehensive Needs Assessment 2022-2023

In September 2007, Lena Pope Home received one of three new charters awarded that year for the state of Texas, by the Texas Education Agency (TEA). This charter enabled Lena Pope Home to open a public charter school, Chapel Hill Academy (CHA), on August 25, 2008, in Southwest Fort Worth. The vision of Chapel Hill Academy, as a division of Lena Pope is to equip children, families, caregivers and the community with a strong foundation through counseling, education, and behavior interventions. The goal of the school is that children, families, and caregivers thrive: acting with courage rooted in: meaningful relationships, emotional intelligence, effective communication skills and strategic problem solving. CHA was launched with Pre-Kindergarten, Kindergarten, and First grade classes with the intention of adding a grade per year through eighth grade. Currently, CHA has a staff of 95 employees with a broad array of specialty areas including: math, reading, dyslexia, ESL, behavioral interventionist, nursing, operations and safety, advanced leadership, social work, special education, and clerical support for PEIMS, attendance, and enrollment.

The CHA student population demographics from the 2021-2022 Fall PEIMS data collection:

Male	48.77%		ESL	10.24%
Female	51.23%		GT	13.85%
			Special Ed	8.08%
Economic Dis	64.50%		Dyslexia	2.31%
African American	57.29%		Hispanic	27.13%
White	6.35%		Asian	3.03%
Other	6.20%			

CHA provides a highly qualified Pre-K program aligned with the Texas Education Agency Pre-K Guidelines and statutory requirements. Required components of this program include: progress monitoring, HQ Curriculum, advanced teacher qualifications, program evaluation, family engagement, and low student: teacher ratios.

CHA's carries out our 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. Our 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.

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Student Needs / Student Achievement:

COVID19 provided CHA with an opportunity to return to in person learning with new and improved strategies in curriculum management, closing academic gaps and in managing challenging student behaviors.

To address learning deficiencies that occurred as a result of COVID19, CHA developed an afterschool tutoring program that met HB 45 standards. A team of highly qualified tutors provides after-school intensive and individualized academic support to students who did not achieve grade level academic performance on the STAAR or who were identified as requiring additional interventions to enhance learning.

Post-COVID 19, students returned to campus with increased needs specific to emotional and behavioral regulation. This was evidenced by an increase in class disruption, ISS & OSS referrals, and variations in parental engagement with campus personnel and student involvement during the 2021-2022 academic year. As a result, CHA developed and implemented a Positive Behavior Intervention Systems (PMIS) is designed to focus on positive behaviors and reduce disciplinary actions and disruptive behaviors. Additionally, CHA invested in creating an environment that creates intensive support to students of all ages. A team of five behavior interventionists, two social workers, an additional assistant principal and support of a multidisciplinary team at Lena Pope works together to offer wrap around services to students and families. Behavior interventionists focus on ensuring safety in common areas, responding to crisis situations and reinforcing positive behaviors. The team of social workers work together to meet auxiliary needs such as: counseling and crisis intervention for social and emotional difficulties, responding to family social services needs such as clothing, food and referrals and providing social and emotional learning opportunities in the classrooms. The Assistant Principals are responsible for overseeing climate and culture and ensuring that students are retaining academic material versus becoming apathetic and frustrated.

In response to the increased prevalence of school mass shootings and new TEA guidelines associated with safety and security, CHA installed advanced door locking mechanisms, bullet proof film on windows and doors, cameras, locked classroom doors, visitor monitoring, restriction visitor access, black out blinds for classroom protection, implemented a single access entry protocol and required ID badges for all students and staff. Additionally, a Safety Response Team, anonymous tip line, required staff training and computer monitoring systems were implemented. Increased professional development in School Safety is a priority. Drills and all staff training are a primary focus, with the Director of Operations assigned as the point person for collaboration and coordination of efforts with state and local safety programs, emergency responders. Drills, monthly meetings and post training questionnaires ensure staff and student understanding of the processes for emergencies.

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Identified areas of improvement continue to include Professional Development for multiple teaching strategies and effective TEKS correlation to curriculum and instruction to meet the diverse learner needs.

Data included in identifying needs are assessment results such as MAP, CLI, math benchmark, student group disaggregation, surveys, grade reports, teacher input, observations, discipline referrals, RTI referrals, and student checkpoints.

Strengths:

- Student intervention opportunities including in-class instructional strategies, pull-out programs, and after-school tutorials.
- Closing the gaps on the STAAR.
- Staff highly invested in student achievement.
- Family involvement in student academic endeavors.
- Outstanding system of coordinated services including counseling and resources.

Needs:

- Increased opportunities for differentiated instruction and research-based enrichment and intervention in all content areas to benefit all students.
- Further close achievement gap in math and reading.
- Math and literacy curriculums aligned to state standards.
- More students achieving grade level standard in reading and math.
- Additional opportunities to provide services to meet students' social and emotional needs.
- Increased efforts to ensure a safe and orderly environment within the physical building and with student behaviors.
- Increase in consistent student attendance with a goal of 96%.
- Decrease in student tardiness with a goal of less than 5% tardy.
- Increase in parent involvement with a goal of more than 75 PTA participants.

Curriculum and Instruction:

CHA's instructional staff has identified areas of curriculum and instruction gaps and has taken a proactive approach to designing and implementing lessons that will enhance overall retention and will promote COVID learning loss recovery. Instructional staff have collaborated with Lena Pope to secure resources needed to implement a comprehensive, rigorous, aligned, research-based curriculum. Enhancements include computer technology enhancements and upgrades to interactive teaching boards in every classroom. Weekly lesson plans and objectives are posted on the school web page for student and parent access. CHA staff looks forward to building an even stronger system of curriculum and instruction in the 2022-2023 school year.

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Data sources reviewed in identifying curriculum and instruction needs include staff and student surveys, teacher lesson plans, student achievement data, staff input, research-based materials for curriculum selection, and state standards (TEKS).

Strengths:

- Using existing data to drive instruction.
- Early exposure to a variety of interactive technology resources to enhance instruction.
- Access to broad database with curriculum resources.
- Staff collaboration in developing effective TEKS-based instruction.
- Staff development and design of curriculum to meet students' individualized instructional needs.

Needs:

- Math and literacy curriculum aligned to state standards.
- Increased opportunities for differentiated instruction, research-based enrichment and intervention in all content areas to benefit a broad array of student needs.
- Vertical alignment of all core subjects.
- Systemic, on-going, research-based professional development designed in-house to meet teachers' and students' needs.
- Increased focus on formative assessments to drive instruction.
- Elective teachers and classroom teachers collaborating for cross-curricular instruction.
- Advanced technology for students and staff

Professional Development:

CHA staff have developed a professional learning community to share ideas and plan instruction. Teams focus on research-based practices and design professional development based upon current needs identified. Staff are expected to demonstrate professional growth throughout the year, obtaining tools to support attainment of professional growth goals. Data sources included in needs assessment are surveys, observation data, collaborative feedback, student achievement data, and professional development records and goals.

Strengths:

- Professional staff is highly qualified.
- Teacher retention rate is above state average.
- Campus social worker is involved in coordinated classroom management and parenting curriculum development for staff and parents.
- Ongoing professional development in literacy centers, TPRI strategies, and small group instruction is routinely provided and available to instructors as needed.
- Technology professional development including effective use of interactive boards and iStation is consistent and enhances teaching strategies.

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- Crisis prevention and intervention, first aid /CPR, abuse risk management, cultural diversity sensitivity training provided annually by Lena Pope.

Needs:

- Comprehensive, research-based math professional development based on new curriculum and system of assessment.
- Comprehensive, research-based literacy professional development based on new curriculum and system of assessment.
- All instructional staff trained in grade reporting and attendance software.
- Research-based intervention strategies and differentiated instruction training.
- Vertical alignment of all core subjects.
- Systemic, on-going, research-based professional development designed in-house to meet teachers' and students' needs.

Family and Community Involvement:

CHA believes that student success is built on strong family and community involvement. Parent involvement is encouraged by providing opportunities for various activities throughout the year, both day and evening, including Math & Science Night, Meet the Teacher, Literacy Night, trunk or treat and special occasion activities such as Story Book Parade, Historical Figure Representation, sports activities, and other activities to further family engagement while enhancing the learning process.

The Parent Advisory Committee has grown in strength over the years and continues to be an active opportunity for parents to be involved in academic and safety planning and campus support. Mentor programs, Reading Friends, and community service projects keep our community aware of activities occurring on campus and help families learn of and access community resources.

CHA has a robust community relationship with United Methodist Church located across the street from CHA. The church provides space for graduation, large meetings, and emergency evacuations. The staff at the church also participates in Safety and Security meetings and offers input from a community perspective.

Data utilized in identifying strengths and needs includes parent, student, and staff surveys, PEIMS reports, attendance records, tardy / early dismissal logs, participation rosters, and program agendas.

Strengths:

- Parents and families support students' academic endeavors.
- Parents participate in family involvement programs.

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- School / community partnerships are strong and diverse, ranging from student leaders from area high schools to community business partners.
- Strong community interest in Lena Pope Home has provided CHA with an established local network for mentor and volunteer support.

Needs:

- Strengthen efforts to include parents from underrepresented student populations in school events and decision-making.
- Parents of persistently tardy and absent students, along with students who are frequently dismissed early, would benefit from individualized education and support to understand the importance of students' instructional time.
- Engage struggling parents and parents of struggling students with venues to be more actively involved in school activities and encourage utilization of existing programs and school resources designed to build their capacity in successfully supporting their child's education as social and emotional wellbeing.

School Context and Organization:

CHA is a single district/campus charter school. In addition to receiving state and local funds, the school also receives fiscal and management resources from the charter holder, Lena Pope. Federal funds received in 2021-2022 include ESSA Title IA, Title IIA, Title IVA, Special Education IDEA B Formula & Pre-School, School Safety Grant, and ESSER funding from the American Rescue Plan Act. For the 2022-2023 school year, these funds also include TCLAS, Dyslexia Grant Program, additional School Safety Grant, and other applicable funding sources.

School decision-making efforts are a coordinated effort involving the Lena Pope Board of Directors, the Chapel Hill Academy Board of Directors, and the Campus Improvement Team made up of administrators, teachers, and parents. Teachers are actively involved in decision making at CHA, playing a vital role in the selection and implementation of curriculum, instruction and appropriate assessments with the ultimate goal of student achievement.

Strengths:

- Staff interest in and commitment to student achievement.
- Lena Pope administrative support in human resources, fiscal management, facility management and charter oversight.
- Parents are actively involved in their child's education.

Needs:

- More parents representative of diverse student populations as active participants on the campus improvement team.
- Teacher mentors
- Teacher incentives to practice fidelity to policies, attendance, and academic rigor.

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School Safety:

In response to the increased prevalence of school mass shootings and new TEA guidelines associated with safety and security, CHA installed advanced door locking mechanisms, bullet resistant film on windows and doors, cameras, locked classroom doors, visitor monitoring, restricted visitor access, black out blinds for classroom windows, implemented a single access entry protocol and required ID badges for all students and staff. Additionally, a Safety Response Team, anonymous tip line, Threat Assessment Team, staff training and teacher/student computer monitoring systems were implemented. Increased professional development in School Safety is a priority. Drills and all staff training are performed according to the Texas School Safety Center (TXSSC) requirements, with the Director of Campus Operations assigned as the contact person for collaboration and coordination of efforts with state and local safety agencies, emergency responders. Monthly drills, Threat Assessment Team meetings, and training surveys ensure that staff and students understand all emergency programs. In addition, Title IVA funding provides an off-duty police officer during dismissal and designated times as Chapel Hill Academy security.

Strengths:

- Teachers and staff are being trained in state-wide school safety in accordance with the Texas School Safety Center and local emergency management.
- Purchase of enhanced door locking mechanisms, cameras and monitoring systems, and bullet resistant film.
- Implementation of school Threat Assessment Team including CHA teachers and administrative staff.
- New state/federal funding of an additional School Safety Grant award of \$200,000 and Silent Panic Alert Grant of \$1,905 will enable Chapel Hill Academy to acquire more safety related enhancements, mechanisms, and programs to ensure student and staff safety.
- Police officer funded by Title IVA provides additional security for CHA students, staff, and families.

Needs:

- More enhanced programs and equipment for visitor monitoring, security cameras, locking mechanisms, active shooter alert program, etc.

This document continues to be updated as needs and or strengths are identified.