

Lena Pope
Chapel Hill Academy
2023-2024 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Our mission is to equip children, families, caregivers and community with a strong foundation through counseling, education, and behavior interventions.

Vision

Chapel Hill Academy's vision is that children, families, and caregivers thrive; acting with confidence rooted in:

Meaningful relationships

Emotional intelligence

Effective communication skills

Strategic problem solving

Value Statement

We will honor 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

Continually leading with excellence

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Comprehensive Needs Assessment

Revised/Approved: January 31, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Chapel Hill Academy performs a campus-wide comprehensive needs assessment encompassing multiple surveys, focus groups, and campus walk-throughs in the spring of every school year. Additionally, at the first meeting of every school year, the team analyzes state assessment results that the Texas Education Agency releases in August.

The purpose of the campus comprehensive needs assessment is to address CHA's student performance on achievement indicators. Student achievement indicators are disaggregated by categories such as ethnicity, socioeconomic status, and populations served by special programs, including special education students and English language learners.

Additionally, during the campus needs assessment meetings, the committee reviews and analyzes other appropriate measures of success such as school culture and climate, curriculum and instruction, family and community engagement, staff quality, teacher retention, technology, and professional development. The findings from the comprehensive needs assessment are used to create CHA's Campus Improvement Plan (CIP). The CIP is formally reviewed three times a year to assess the progress in implementing the strategies and programs utilized to address campus needs.

1. Improve Reading and Math scores in grades 3-8, Science grades 5 and 8, and Social Studies grade 8.
 - Meet weekly as a Professional Learning Community (PLC) with each core content grade level group.
 - Assess students learning through formative and summative assessments.
 - PLCs will use data to develop remediation using small-group instructional strategies.
 - Classroom walk-throughs are used to grow teachers and increase the level of instruction using HQIM.
2. Provide intervention to prevent regression of 3rd-8th grade scores in Reading and Math.
 - Implement HB1416 to provide remediation to students that did not meet standard on STAAR testing.
 - Teachers will implement tiered intervention to create small groups within the school day.
3. Expand the current discipline program to promote a safe learning environment via the use of a tiered discipline program (PBIS) across all grade levels.
4. Continue to build a campus culture focused on supporting the social-emotional needs of the campus staff and the student body.

The prioritized list will be monitored and reviewed throughout the year and data will be collected and analyzed using student grades, and formative and summative scores on various assessments. Tiered groups, daily interventions, and after-school tutoring groups will be monitored and assessed based on student results and needs.

Chapel Hill Academy continues to work toward meeting the academic needs of all students.

Demographics

Demographics Summary

791 Students served

- Male- 398 students
- Female- 393 students

Ethnicity

- Hispanic/ Latino- 193 students
- American Indian/Alaska- 2 students
- Asian- 24students
- Black/ African American- 470 students
- Hawaiian or Other Pacific- 2 students
- White- 50 students
- Two or More Races- 50 students

Emergent Bilingual

- Hispanic/Latino- 77 students
- Asian- 16 students
- Black/ African American- 6 students
- White- 4 students
- Two or More Races- 1 student

GT

- Hispanic/Latino- 29 students
- Asian- 8 students
- Black/ African American- 48 students
- White- 13 students
- Two or More Races- 8 students

ESL

- Hispanic/Latino- 44 students

- Asian- 9 students
- Black/African American- 4 students
- White- 3 students

Special Education

- Hispanic/Latino- 15 students
- Asian- 2 students
- Black/African American- 44 students
- White- 4 students
- Two or More Races- 5 students

The data shown was compiled from the 2022 TAPR reports from the TEA website and our most recent internal reports. Enrollment at Chapel Hill Academy continues to grow as compared to previous school years. The largest change in demographic data occurred with the increase in the number of Hispanic students. Black/ African American students continue to represent the majority of the student population of Chapel Hill Academy. Other statistical groups have remained consistent over the years.

Parental support at Chapel Hill Academy continues to improve after COVID. Membership and promoting active participation in the Parent Teacher Organization remains a focal point at CHA as we welcome back and recruit parents to volunteer and engage in school activities and events.

Student Learning

Student Learning Summary

CHA participated in STAAR testing for grades 3-8 and demonstrated growth across the board; however, scores remained below the state average. Students received small group support and intervention based on STAAR and MAP test results to support growth further. Interventions included HB4545, What I Need (WIN) Intervention classes and structured intervention time during class. Instructional strategies were provided with the intent to increase student learning focused on small-group instruction.

Student Learning Strengths

There were multiple spotlights on student achievement at CHA last year. Students at CHA demonstrated growth on the RLA portion of the STAAR test as well as growth in all sub-populations on the RLA portion of the STAAR test.

- CHA will utilize IReady, Boardworks, Lexia Reading, Lexia English, Booknook, mClass, and Zearn to provide intervention in all subjects for students who have gaps in their learning.
- Students who did not pass the STAAR test the previous school year have been identified to receive focused remediation. Student interventions are based on specific areas in which the student did not perform to standard.
- To prepare for STAAR testing this year CHA teachers and Specialists will utilize data sources such as MAP testing and benchmark assessments to monitor student progress and prepare opportunities for reteaching for maximized learning.
- Intervention programs will coincide with HB1416 requirements to offer remediation to all students who did not pass STAAR last year. These targeted interventions will address gaps in learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier 1, 2, and 3 instruction is not differentiated to meet the needs of all students with adequate support from the instructional team. **Root Cause:** Teachers did not receive the professional development focused on the implementation of tier 1 instruction.

School Processes & Programs

School Processes & Programs Summary

CHA will continue to review processes and procedures throughout the school year to increase effectiveness.

- Implement PBIS (positive behavior intervention system) program in 5th - 8th grade.
- Implement PBIS training for all 5th-8th grade teachers and staff.
- Enforce no cell phone policy.
- Campus leadership teams meet on a regular basis to discuss academics, campus events, and data review. The leadership team is comprised of department heads, counselors, administrators, and instructional specialists, with a focus on school improvement.
- Learning walks will take place throughout the school year. This will allow administrators to calibrate and focus on high-yield instructional practices.
- ECT and first-year teachers will be enrolled in a "New Teacher Academy" to increase their skill set and prepare them for the upcoming school year.
- Continue the development and use of the Standard Response Protocol as required by the Texas School Safety Center.
- Continue the development and use of technology applications to support instructional practices and improve student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Insufficient training has led to a lack of implementation of SEL skills, and consistent behavior expectations and consequences. **Root Cause:** Teachers were not monitored and did not receive ongoing SEL and behavior intervention training to implement and teach with fidelity.

Perceptions

Perceptions Summary

Information from staff, students, and parents was solicited to determine the perception of the school culture and climate of Chapel Hill Academy via multiple surveys targeting diverse populations. The campus leadership team met throughout the summer to develop new processes and procedures for the campus to address academic needs and restructure discipline procedures.

CHA supports the demographic needs of students from lower socio-economic backgrounds. CHA's student population of students from lower-socio-economic backgrounds is well over 50%. The issues presented by this demographic manifest themselves in the lack of educational experiences, decreased educational support outside of school hours, and increased discipline issues. Students also struggle to connect real-world experiences due to a lack of opportunities and connections.

The campus leadership team will refine and introduce teachers into a clarified Tiered discipline system focusing on classroom management and holding students accountable. Teachers will be trained to utilize various behavior strategies in class to reduce out-of-classroom placements.

A focused approach to communication will be made that will focus on future events, performances, and student success. CHA will use social media, School Messenger, electronic messages, and weekly newsletters to continually inform stakeholders. We will take a positive approach to exposing the community programs, events and celebrations. As we continue to grow programs we will continue to partner with local community members.

Perceptions Strengths

School culture and climate will be a focus area for the campus. The caring staff and teachers of Chapel Hill Academy are the base of success, both academically and socio-emotionally. CHA will also strive to improve on the goal of building relationships with teachers, parents, and stakeholders. We will work to increase the clarity of communication and work together to produce educational opportunities for the students of CHA. Communication will be sent through social media, School Messenger, electronic messages, and the weekly newsletter to provide timely updates on events, campus news, and changes in information.

CHA is striving to create a safe and inviting environment that allows all students to flourish. The second focus will be to reduce off-task and disruptive behaviors. A Tiered Discipline System that holds teachers accountable for classroom management and addresses behaviors that disrupt the learning process will be implemented. Administrators will evaluate the processes in place throughout the year to determine levels of success. The campus will also be trained and implement Positive Behavior Intervention Strategies (PBIS) to increase the positive choices students make.

CHA will also use a 7-period day that allows for multiple interventions within the school day. Teachers and staff will use the time to address academic gaps, and the academic needs of our emerging bilingual students, along with reading, math, social studies, and science interventions. The master schedule was built in a manner that allows the 4 core area subjects to have a common PLC planning period. Students needing additional intervention will be scheduled after school, or during extended learning on Friday afternoons.

In an effort to make a smooth transition to middle school these supports are in place:

- Eagle Pep Rallies for home games and Assemblies every six weeks
- Grade level hallways
- Daily SEL meetings to support students

Students will be recognized and celebrated for their efforts throughout the year.

- Soaring Eagle - Student of the month

- Weekly announcements featuring student accomplishments
- Spotlights on social media
- Academic Awards

Parent partnerships are a continued focus, as we are strive to increase participation in PTA and overall parental involvement.

- Open House
- Trunk or Treat
- Teacher Appreciation Week
- Support of CHA Athletics and Fine Arts
- Student Incentive Programs

7 Period Day

- Interventions will occur during the school day
- Common PLC planning periods are embedded in core subject areas
- WIN time utilized for emergent bilingual, Reading, Math, Social Studies, Science strategies and accelerated learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Ineffective communication practices have led to a decline in invested stakeholders. **Root Cause:** Communication was not delivered in a consistent manner. Administrator roles and responsibilities were not clearly defined for staff.

Priority Problem Statements

Problem Statement 1: Tier 1, 2, and 3 instruction is not differentiated to meet the needs of all students with adequate support from the instructional team.

Root Cause 1: Teachers did not receive the professional development focused on the implementation of tier 1 instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Ineffective communication practices have led to a decline in invested stakeholders.

Root Cause 2: Communication was not delivered in a consistent manner. Administrator roles and responsibilities were not clearly defined for staff.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Insufficient training has led to a lack of implementation of SEL skills, and consistent behavior expectations and consequences.

Root Cause 3: Teachers were not monitored and did not receive ongoing SEL and behavior intervention training to implement and teach with fidelity.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data





Goals

Goal 1: Establish school wide positive behavior intervention plan (PBIS) to create a climate in which teaching and learning can simultaneously occur at consistent levels.

Performance Objective 1: Improve CHA's social climate by reducing classroom disruptions and the number of disciplinary referrals by 25%

Evaluation Data Sources: Referrals

Strategy 1 Details	Reviews			
Strategy 1: Implement PBIS (positive behavior intervention system) strategies schoolwide. Strategy's Expected Result/Impact: Reduction in classroom referrals, decrease in ISS/OSS days, parental contract, and disruptive behavior; increase in positive student behavior. Staff Responsible for Monitoring: Dean of Students, BI team, teachers ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement PBIS training for all teachers and staff. Strategy's Expected Result/Impact: Teachers utilization in the classroom of strategies and techniques learned; feedback to trainers Staff Responsible for Monitoring: Dean of Students, PBIS coach ESF Levers: Lever 3: Positive School Culture Funding Sources: No Funding Needed - Local, No Resources Needed - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implementation of Incentive Point System to document positive behaviors and earn points/ rewards. Strategy's Expected Result/Impact: Classroom monitoring, ISS/OSS attendance records, points/rewards program documentation Staff Responsible for Monitoring: Dean of Students, BI's ESF Levers: Lever 3: Positive School Culture Funding Sources: No Resources Needed - Local	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Increase student attendance from a 93.3% attendance rate to a 95% attendance rate for PK through 8th grade students per 6 week average

Performance Objective 1: To maintain 95% or higher attendance rate across all grade levels.

High Priority

Evaluation Data Sources: Maintain a 95% or higher attendance rate on Ascender (SIS) report for all grade levels

Strategy 1 Details	Reviews			
Strategy 1: Hold truancy meetings for students with 15 or more absences during 2022-2023 school year. Strategy's Expected Result/Impact: Evidence of impact student attendance increase. Staff Responsible for Monitoring: Principal Office Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Parent/Guardian Student Handbook Meeting (Attendance Expectations). Strategy's Expected Result/Impact: Evidence of Implementation Sign in Sheets. Evidence of impact Student attendance increase. Staff Responsible for Monitoring: Principal Office Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Daily attendance phone calls to check in with parents on reasons for absences to encourage attendance. Strategy's Expected Result/Impact: Evidence of implementation Teacher Survey. Evidence of impact Student attendance increase. Staff Responsible for Monitoring: Principal Office Staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details		Reviews			
Strategy 4: Three high interest attendance incentives (Family of four dinner, Oculus Meta Quest 2, and a 2nd Oculus Meta Quest 2) to increase attendance beginning February 12th to May 22nd. Strategy's Expected Result/Impact: Evidence of implementation Daily Ascender (SIS) reports. Evidence of impact Student absences reduced. Staff Responsible for Monitoring: Principal Office Staff Tech Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>					

Goal 2: Increase student attendance from a 93.3% attendance rate to a 95% attendance rate for PK through 8th grade students per 6 week average

Performance Objective 2: Staff and teachers will maintain a 90% attendance rate per six weeks to model attendance expectations for students.

High Priority

Evaluation Data Sources: Ascender and EWS personnel report.

Strategy 1 Details	Reviews			
Strategy 1: Attendance expectation (90% attendance rate for staff and teachers) communicated via the faculty handbook, staff meetings and PD. Strategy's Expected Result/Impact: Evidence of Implementation Teachers and Staff contacting administration daily to report absences. Evidence of impact Student performance increase. Staff Responsible for Monitoring: Principal, assistant Principal, Director of Campus Operations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff and teacher attendance will reflect on Team Assess and TTESS evaluations. Strategy's Expected Result/Impact: Evidence of Implementation Increased Team Assess and TTESS evaluation ratings. Evidence of Impact Staff and Student performance increase.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Staff and teacher attendance will be reviewed throughout the school year when merit pay increases are considered. Strategy's Expected Result/Impact: Evidence of Implementation Teachers and Staff reporting absences promptly and Ascender absence reports. Improved attendance in staff, improved student improvement. Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Campus Operations, Dean of Students, Margaret Simpson, and Superintendent. Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3:

Develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 1: 100% of students will demonstrate growth by at least 10 percent from BOY to EOY on the reading, math, science, and social studies benchmarks. (Prioritize Science and Social Studies)

High Priority

Evaluation Data Sources: STAAR scores, unit/module assessments, benchmark data, and MAP.

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Team including the Instructional Specialist will guide teachers with implementing Tier 1 instruction for all students. Strategy's Expected Result/Impact: All students will have access to quality Tier 1 instruction to achieve high-yield teaching practices. Staff Responsible for Monitoring: Instructional Team ESF Levers: Lever 5: Effective Instruction Funding Sources: - Local, - ESSA Title I - LASO Grant, - TCLASS - LASO Grant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Instructional Team will lead the PLC process to disaggregate data, plan instruction, and develop tier 1 interventions for the classroom. Strategy's Expected Result/Impact: Increased test scores on the interim, MAP, and STAAR assessments. Staff Responsible for Monitoring: Instructional Team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The Instructional Team will guide programming for Tier 2 and 3 interventions, supporting teachers in disaggregating data and providing targeted instruction. Strategy's Expected Result/Impact: Increased test scores. Staff Responsible for Monitoring: Instructional Team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 3:

Develop and provide high-quality instruction and learning opportunities that support rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 2: By May 2024, we will increase the % of students demonstrating progress in all core subjects by 5% points or more.





High Priority

Evaluation Data Sources: 2023-2024 MAP Data

2023-2024 Benchmark Data

2023-2024 STAAR Data

Grade reports

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Team will assist teachers with implementing TIER 1 instruction for all students using HQIM. Strategy's Expected Result/Impact: All students will have access to quality TIER 1 instruction through high-yield teaching practices. Staff Responsible for Monitoring: Instructional Team & Administration ESF Levers: Lever 5: Effective Instruction Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The Instructional Team will guide programming for TIER 2 and 3 interventions, supporting teachers in using supplemental resources to support HQIM. Strategy's Expected Result/Impact: Increased test scores and improved instructional practices promoting individual academic success. Staff Responsible for Monitoring: Instructional Team & Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase parents and families in the educational and social/emotional process.

Performance Objective 1: Increase Family/Parent Engagement throughout the 2023-2024 school year by 50%.

High Priority

Evaluation Data Sources: Sign-in Sheets

Parent Surveys

Events sponsored by PTA

Raptor Screening

Strategy 1 Details	Reviews			
Strategy 1: Hold Town Hall Meetings, provide internal/external resources for personal needs and PTA. Strategy's Expected Result/Impact: Parents are receiving strategies to work with their children to be an education partner with CHA. Improved communication survey scores and End of year parent survey results. Increased student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Students, School Social Worker, Teachers, Instructional Team ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase communication to parents and families through the school newsletter, School Messenger calls, social media, Pastries with Principal, PAC meetings, and campus website. Strategy's Expected Result/Impact: Multiple modes of communication, Communication scores on surveys improve. End of year parent survey results improve. Staff Responsible for Monitoring: Principal, Administrative Staff, School Social Worker, Teachers ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Provide staff/teachers educational resources, TBRI training, and ongoing SEL Support to increase Family/Parent Engagement Strategy's Expected Result/Impact: Teachers will receive initial and ongoing SEL training and support to implement Second Step curriculum with fidelity to form a parent/teacher partnership to meet the social, emotional and academic needs of students. Increased parental knowledge of students social emotional and academic needs and an increase in student performance. Staff Responsible for Monitoring: Principal, School Social Worker, and Dean of Students ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Hold parent conferences/data meeting on teacher work days to discuss student progress. Strategy's Expected Result/Impact: Sign-in sheets teachers notes Increase parental knowledge of students academic success or needs. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional team, Teachers ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Host Meet the Teacher, Pastries with Principal, Parent Advisory Committee Meetings, Donuts with Grandparents, The Living Wax Museum, Nacho Average Family Night (Reading, Math, and Science Night), Trunk or Treat, Storybook Parade, Veteran's Day Musical, Winter Musical, and other activities to involve parents and the community. Strategy's Expected Result/Impact: Sign-in sheets fliers included in weekly newsletter School Messenger Calls Increase in student Math, Science, and Reading scores Staff Responsible for Monitoring: CHA staff, PTA ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Hold a minimum of two PTO meetings and increase staff and parent membership. Strategy's Expected Result/Impact: Meeting minutes, agenda, sign-in sheets Increased awareness of school activities Parent Survey results Community Survey results Staff Responsible for Monitoring: PTA, Principal, Social Worker, and CHA Staff ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide Trust-Based Relational Intervention training to teachers and staff to meet the complex needs of vulnerable children. Strategy's Expected Result/Impact: Provide a safe nurturing environment needed for children who have experienced trauma. To strengthen the relationship between teachers and students to improve student performance. Staff Responsible for Monitoring: Trauma Team Administrators Teachers Student Team Members The Women's Center staff TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Review and revise the Parent Family Engagement Plan to better coordinate family engagement activities Strategy's Expected Result/Impact: A closer relationship with our students' families and stakeholders, and improved student outcomes especially for at risk students. Staff Responsible for Monitoring: Principal, Social Worker ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 5: Ensure a safe and healthy learning environment based on local, state, and federal auditing guidelines.

Performance Objective 1: Eliminate security breaches, outside threats, or harm to students, staff, substitutes, and parents; including physical modifications or enhancements to facilities as identified and required.





HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: Additional measures to ensure all entry and exit doors are secure (i.e. window film); all classroom doors remain locked at all times. Strategy's Expected Result/Impact: Only authorized visitors and staff are on campus at all times, and bi-annual facility inspections. Staff Responsible for Monitoring: Director of Campus Operations Funding Sources: - School Safety Standards Grant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide identification badges/ panic alert badges to all staff and substitutes. Visitors will show ID and be checked in through RAPTOR reporting security system. All visitors must wear an ID badge with name and destination. Strategy's Expected Result/Impact: Only authorized visitors, substitutes, and staff are permitted on campus and badges must be visible at all times. Staff Responsible for Monitoring: Director of Campus Operations, Front desk personnel Funding Sources: - School Safety Standards Grant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide required school resource officer (SRO) during the school day and after the school day. Strategy's Expected Result/Impact: Decreased risk of student, staff, substitutes, or parent harm; orderly conduct Staff Responsible for Monitoring: Director of Campus Operations Funding Sources: - School Safety Standards Grant	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue required school safety drills Strategy's Expected Result/Impact: Safe and proper use of standard response protocol (SRP) and drill logs. Staff Responsible for Monitoring: Director of Campus Operations, Teachers, Admin, SRO Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All volunteers with direct individualized access to students will undergo background checks through RAPTOR and HR prior to volunteer opportunities. Strategy's Expected Result/Impact: All authorized visitors will wear their visitor's badge in plain view; a safer environment for our students. Staff Responsible for Monitoring: Director of Campus Operations, Social Worker, HR department Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Threat Assessment Team will meet monthly Strategy's Expected Result/Impact: Mitigate the effects of school threats through required support systems. Staff Responsible for Monitoring: Director of Campus Operations, Admin, Superintendent Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Safety and Security committee will continue to meet as required and assess all safety and security concerns; identify areas of improvement to increase safety measures. Strategy's Expected Result/Impact: Facility improvements and school safety policies and procedures. Staff Responsible for Monitoring: Director of Campus Operations, Admin Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Ensure a safe and healthy learning environment based on local, state, and federal auditing guidelines.

Performance Objective 2: Meet the requirements of the Texas Safety Standards.

Strategy 1 Details	Reviews			
Strategy 1: Make adjustments to current safety measures by implementing the requirements listed under the newly revised Texas Safety Standards i.e. fencing, window film, panic alert system (Centegix) , etc. Strategy's Expected Result/Impact: Promoting a safer school environment for students, staff and visitors. Staff Responsible for Monitoring: Superintendent, Chief Operating Officer, Director of Campus Operations, Principal Funding Sources: - School Safety Standards Grant	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement Standard Response Protocol (SRP) from the Texas School Safety Center. Strategy's Expected Result/Impact: Emergency Operation Procedure (EOP) developed. Staff Responsible for Monitoring: Superintendent, Chief Operating Officer, Director of Campus Operations, Principal	Formative			Summative
	Nov	Jan	Mar	June
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Develop campus administrators and instructional leaders with clear roles and responsibilities.

Performance Objective 1: Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks.

High Priority

Evaluation Data Sources: Teacher/Staff Surveys.





Strategy 1 Details	Reviews			
Strategy 1: Provide an organizational chart with administrator roles and responsibilities to campus staff. Strategy's Expected Result/Impact: Clearly defined roles and responsibilities. Eliminate confusion of what duties administrators assist staff with. Staff Responsible for Monitoring: Chief of Education Services (Superintendent), Principal, Admin Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Observations, PLC's, and leadership team meetings are scheduled on weekly calendars. Strategy's Expected Result/Impact: Communicate important school events so administration and instructional leaders can coordinate their schedules. Better coordinated efforts among staff, relationship building among staff, and knowledge of roles and responsibilities. Staff Responsible for Monitoring: Principal, Administrative Team, Campus District leadership	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 7: Special Population students will receive added support in academic, social-emotional, and behavioral areas to achieve increased assessment results and social skills.

Performance Objective 1: Provide support for identified students in special populations.

Evaluation Data Sources: Continued communications with parents and families, referrals, reports from specialists, assessment results, report cards, ASCENDER data reports

Strategy 1 Details	Reviews			
Strategy 1: Continue with the current additional parental/familial support of homeless population and address/provide identified needs for the students wellbeing and learning. Strategy's Expected Result/Impact: Individuals affected by homelessness will remain present and engaged in a safe, structured, and stable learning environment. Staff Responsible for Monitoring: Social Worker, Dean of Students, Medical Assistant, Lena Pope Therapist, Lena Pope Wrap Around services specialists Title I: 2.6 Funding Sources: - ESSA Title I	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Special Education students will be served on a pull out basis regularly and according to IEP. Strategy's Expected Result/Impact: Bridge the gaps during Tier 1 instruction to maintain students are on track for the year. Staff Responsible for Monitoring: Special Populations Coordinator, Special Education teachers, general education teachers Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement pull out services for EB students with designated supports and various types of assistance Strategy's Expected Result/Impact: Improved assessment results Staff Responsible for Monitoring: EB Coordinator, teachers, admin Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: For all special population students, CHA will support testing, assessments, benchmarks, and other areas of measure with one-on-one, small group, and other instructional interventions. IEPs will be adhered to. Strategy's Expected Result/Impact: Improve scores and social/emotional support for EB students. Staff Responsible for Monitoring: EB Coordinator, Special Populations Coordinator, Dyslexia Specialist, teachers, and administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - ESSA Title I, - Local		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

Goal 8: We will provide supplemental accelerated instruction in the form of summer school and after school tutoring using High Quality Instructional Materials for students who did not meet grade level standards on the 2022-2023 STAAR exam or are otherwise in need of accelerated instruction to ensure all students are prepared for post-secondary readiness and success.

Performance Objective 1: Increase the capacity/enrollment of summer science camp by 10% to enrich student learning and exploration with stem focused lessons and field trips.

Evaluation Data Sources: 2023-2024 Benchmark Data
2023-2024 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Encourage interest by featuring weekly student testimonials and images of previous science camp aired live on morning announcements. Strategy's Expected Result/Impact: Increase the enrollment of student attendance at science camp. Narrow learning gaps in science. Staff Responsible for Monitoring: Tech Apps Specialist Science Teachers Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increased opportunities for field trips and other STEM based activities to enrich student learning and experience. Strategy's Expected Result/Impact: Increase interest in science. Narrow learning gaps in science and increase assessment scores. Staff Responsible for Monitoring: Tech Apps Specialist Science Teachers Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 8: We will provide supplemental accelerated instruction in the form of summer school and after school tutoring using High Quality Instructional Materials for students who did not meet grade level standards on the 2022-2023 STAAR exam or are otherwise in need of accelerated instruction to ensure all students are prepared for post-secondary readiness and success.

Performance Objective 2: All students who did not approach grade level standards on the 2022-2023 STAAR exam will complete 30 hours of accelerated instruction to narrow learning gaps.

Evaluation Data Sources: BOY, MOY, and EOY MAP Screener
2023-2024 Benchmark Data
2023-2024 STAAR Data

Strategy 1 Details		Reviews			
Strategy 1: After school tutoring Strategy's Expected Result/Impact: Accelerate learning Improve student outcomes on STAAR exams. Staff Responsible for Monitoring: School Research and Data Coordinator Special Program Coordinator Funding Sources: - TCLASS, - Local		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Goal 8: We will provide supplemental accelerated instruction in the form of summer school and after school tutoring using High Quality Instructional Materials for students who did not meet grade level standards on the 2022-2023 STAAR exam or are otherwise in need of accelerated instruction to ensure all students are prepared for post-secondary readiness and success.

Performance Objective 3: Increase the capacity/enrollment of EB Summer School by 10% to assist EB students keep up with grade level academic content while developing their English proficiency..

Evaluation Data Sources: BOY, MOY, and EOY MAP Screener
CLI Assessments

Strategy 1 Details	Reviews			
Strategy 1: Develop stronger parental communication regarding the opportunity to improve language and writing skills in a fun and engaging learning environment. Strategy's Expected Result/Impact: TELPAS Scores, Interaction with peers, STAAR scores, and MAP screener Staff Responsible for Monitoring: EB Coordinator, teachers, and administration ESF Levers: Lever 5: Effective Instruction Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 9: Provide Trust-Based Relational Intervention Training to teachers and staff to meet the complex needs of vulnerable children.

Performance Objective 1: Decrease the number of campus CSSR-S assessments (Columbia Suicide Severity Rating Scale) assessments.

Evaluation Data Sources: CSSR-S Data





Strategy 1 Details	Reviews			
Strategy 1: Build and train a highly qualified team to provide a safe and nurturing environment for students who have experienced trauma. Strategy's Expected Result/Impact: Provide a safe nurturing environment needed for children who have experienced trauma. To strengthen the relationship between teachers, staff, and students to improve student safety and overall performance. Staff Responsible for Monitoring: Admin Team Teachers Student Team Members Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 10: Provide a Highly Qualified PreK Program by meeting requirements of the Texas HQ PreK Program curriculum.

Performance Objective 1: Implement the program requirements through the appropriate action steps.

Evaluation Data Sources: credentialing, assessments, family engagement plan, data

Strategy 1 Details	Reviews			
Strategy 1: Identify an Early Childhood Education Coordinator Strategy's Expected Result/Impact: A streamlined process for the PreK program requirements. Staff Responsible for Monitoring: ECE Coordinator, Principal Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement state/only approved curriculums Strategy's Expected Result/Impact: Compliance and consistent learning to build knowledge and skills. Staff Responsible for Monitoring: Assistant Principal, teachers, ECE Coordinator Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement a family engagement plan and increase family involvement. Strategy's Expected Result/Impact: Creating opportunities for our families to be involved in students' success rates will be higher due to the collaboration of both home and school. Staff Responsible for Monitoring: Principal, ECE Coordinator, teachers Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Ensure teachers meet credentialing requirements of the HQ PreK Programs Strategy's Expected Result/Impact: Students will receive education from qualified instructors resulting in a more uniform and higher quality education. Staff Responsible for Monitoring: Principal, ECE Coordinator, HR, Chief of Education Services Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Implement appropriate methods for evaluating the district's High-Quality Prekindergarten program classes by measuring student progress and data from the results of program evaluations available to parents Strategy's Expected Result/Impact: Use of data comparisons to improve our methodology of teaching. Staff Responsible for Monitoring: Principal, ECE Coordinator, teachers Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Implement required BOY, MOY, and EOY assessments to monitor and track student progress for timely submissions to the early childhood data collection. Strategy's Expected Result/Impact: Increased knowledge of student skills and compliance with TEA. Staff Responsible for Monitoring: Principal, ECE Coordinator, and PEIMS coordinator Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Amy Jo Miller, M.Ed.	Principal
Administrator	Anthony Cathey	Dean of Students
Administrator	Azure Dismuke, M.Ed.	Assistant Principal
Administrator	Jon McCracken	Director of Operations
District-level Professional	Victoria Sendejo, Ed. D.	Chief of Education Services
Classroom Teacher	Mason Wrobel	Kindergarten Teacher
Non-classroom Professional	Jennifer Duran	Admin Assistant to Chief of Education Services
District-level Professional	Betsy Gilliland, M.Ed.	Data and Educational Research
District-level Professional	Minerva Serrano, M. Ed.	Program Specialist
Classroom Teacher	Lana Runnels, M.Ed.	3rd grade Teacher
Community Representative	Paul Massingill	Community Representative
Paraprofessional	Veronica Castillo	Paraprofessional
Non-classroom Professional	Caitlin Lemmon	Admin Assistant to the Principal
Parent	Greg Dooley	Parent
Parent	Paul Culanag	Parent
Non-classroom Professional	Shay Keuhner	Federal Grants

Campus Funding Summary

ESSA Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		LASO Grant	\$0.00
7	1	1			\$0.00
7	1	4			\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	No Funding Needed		\$0.00
1	1	2	No Resources Needed		\$0.00
1	1	3	No Resources Needed		\$0.00
2	2	3			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
7	1	2			\$0.00
7	1	3			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	4			\$0.00
8	1	1			\$0.00
8	1	2			\$0.00
8	2	1			\$0.00
8	3	1			\$0.00
9	1	1			\$0.00
10	1	1			\$0.00
10	1	2			\$0.00
10	1	3			\$0.00
10	1	4			\$0.00
10	1	5			\$0.00
10	1	6			\$0.00
Sub-Total					\$0.00
School Safety Standards Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	2	1			\$0.00
Sub-Total					\$0.00
TCLASS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		LASO Grant	\$0.00
8	2	1			\$0.00
Sub-Total					\$0.00

Addendums

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	ESL Total Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	EB/EL Newer	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																	
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	59%	59%	-	-	-	-	-	-	66%	66%	-	-	100%	57%	69%
	2021	67%	55%	55%	-	-	-	-	-	-	62%	62%	-	-	67%	54%	63%
At Meets Grade Level or Above	2022	48%	29%	29%	-	-	-	-	-	-	30%	30%	-	-	38%	29%	30%
	2021	41%	27%	27%	-	-	-	-	-	-	30%	30%	-	-	22%	26%	30%
At Masters Grade Level	2022	23%	14%	14%	-	-	-	-	-	-	15%	15%	-	-	13%	14%	15%
	2021	18%	11%	11%	-	-	-	-	-	-	11%	11%	-	-	0%	11%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	71%	-	-	-	-	-	-	79%	79%	-	-	-	70%	80%
	2021	68%	62%	62%	-	-	-	-	-	-	62%	62%	-	-	-	62%	64%
At Meets Grade Level or Above	2022	53%	40%	40%	-	-	-	-	-	-	36%	36%	-	-	-	40%	38%
	2021	45%	33%	33%	-	-	-	-	-	-	34%	34%	-	-	-	32%	36%
At Masters Grade Level	2022	25%	23%	23%	-	-	-	-	-	-	19%	19%	-	-	-	23%	20%
	2021	18%	15%	15%	-	-	-	-	-	-	10%	10%	-	-	-	15%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	55%	55%	-	-	-	-	-	-	60%	60%	-	-	-	54%	62%
	2021	66%	51%	51%	-	-	-	-	-	-	66%	66%	-	-	-	49%	67%
At Meets Grade Level or Above	2022	42%	25%	25%	-	-	-	-	-	-	31%	31%	-	-	-	25%	31%
	2021	37%	22%	22%	-	-	-	-	-	-	31%	31%	-	-	-	21%	27%
At Masters Grade Level	2022	20%	11%	11%	-	-	-	-	-	-	14%	14%	-	-	-	10%	13%
	2021	18%	9%	9%	-	-	-	-	-	-	17%	17%	-	-	-	8%	15%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	39%	39%	-	-	-	-	-	-	55%	55%	-	-	-	37%	62%
	2021	71%	52%	52%	-	-	-	-	-	-	57%	57%	-	-	-	51%	57%
At Meets Grade Level or Above	2022	47%	13%	13%	-	-	-	-	-	-	9%	9%	-	-	-	14%	8%
	2021	44%	23%	23%	-	-	-	-	-	-	29%	29%	-	-	-	22%	29%
At Masters Grade Level	2022	21%	3%	3%	-	-	-	-	-	-	9%	9%	-	-	-	3%	8%
	2021	20%	9%	9%	-	-	-	-	-	-	14%	14%	-	-	-	9%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	32%	32%	-	-	-	-	-	-	-	-	-	-	-	33%	-
	2021	73%	58%	58%	-	-	-	-	-	-	-	-	-	-	-	56%	-