

Allen Independent School District
Cheatham Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Cheatham Elementary will ignite the spark for an empowered education through service, fun and engaging experiences that focus on the whole child.

Vision

Ignite the Spark!

Core Beliefs

Students: All students will feel welcome and safe to embrace learning and diversity so that every student will be successful and achieve their full potential.

Learning: Learning has no boundaries. Every student deserves a chance to have ownership of his or her learning, regardless of race, gender, or status.

We believe learning is a lifelong journey that is inspired and practiced by all students and staff where risks are encouraged and mistakes are accepted.

Environment: Our school will radiate a positive energy by challenging, respecting and caring for all who enter while providing a safe environment.

Staff: As Chargers, we believe we have the privilege to use our diverse personalities and experiences to invest in lifelong learning and positive, respectful relationships. With a “whatever it takes” attitude, we will instill compassion, confidence and courage in our students.

Parents/Community: We believe in welcoming family and community to engage in working together in partnership to support our campus through building relationships and establishing student success.

Communication: We believe communication at Cheatham will be open, clear and consistent between staff, students, parents, and the community. We will always use a respectful and positive tone in order to benefit all.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cheatham Elementary School was established in August 2010 and includes students in Kindergarten - 6th grade. Student enrollment at Cheatham Elementary has continued to steadily grow over the last eight years due to new housing developments and a new apartment complex in our area.

September 2018 enrollment data shows that 616 students were enrolled at the school at the time. The campus demographics were comprised of 43% Asian, 38% White, 9% African American, 7% Hispanic/Latino, 4% Two-or-More Races, and less than 1% American Indian/Alaskan Native, and Native Hawaiian/Pacific Islander. The school's student groups included 10% Gifted and Talented, 10% Special Education, 13% At-Risk, 9% Limited English Proficient (LEP), and 7% Economically Disadvantaged.

Demographics Strengths

Some of the most notable demographic strengths at Cheatham Elementary include:

- Many families move into our area due to the reputation of the school and district. Due to the value our parents and students place on education, they are committed to a strong level of success.
- The diversity of the community and student population enriches the Cheatham Elementary learning environment.
- The attendance rate at Cheatham Elementary continues to remain high at 97%. This can be attributed to the strong value our parents and students place on education.
- 13% of the students at Cheatham Elementary are Gifted and Talented according to the Allen ISD standards.
- The class sizes at Cheatham Elementary remain below the state standard of 22:1 in Kindergarten-4th grade and 25:1 in 5th-6th grade.
- Cheatham Elementary provides an English Language facilitator to support the individual needs of students and teachers.

Student Achievement

Student Achievement Summary

Cheatham Elementary has been recognized by the state of Texas as an Honor Roll school. The Honor Roll recognizes schools that demonstrate high levels of student academic achievement, improvement in achievement gap over time, and reduction in achievement gaps.

Due to the 85th Texas Legislature passing House Bill 22, the state has established three domains for measuring the academic performance of schools: Student Achievement, School Progress, and Closing the Gaps. Schools receive a rating for overall performance, as well as performance in each domain. Cheatham Elementary met all academic standards and State & Federal System Safeguards under the state's accountability system for the 2017-18 school year. Cheatham Elementary's ratings for the 2017-18 school year are detailed in the table below:

2018 Accountability Summary	
Domain	Cheatham Elementary's Scaled Score
Domain 1- Student Achievement	96
Domain 2- School Progress	93
Domain 3- Closing the Gaps	100

The following scores show the percentage of students in grades 3-6 that met the "Approaches Grade Level" standard (passing standard) for each grade level and content area at Cheatham Elementary in comparison to the district:

2018 STAAR Assessment Data for "Approaches Grade Level" Standard		
Assessment	Cheatham Elementary	District Average
3 rd Grade Math	96%	92%
3 rd Grade Reading	95%	91%
4 th Grade Math	96%	92%
4 th Grade Reading	96%	92%
4 th Grade Writing	94%	82%
5 th Grade Math	100%	96%
5 th Grade Reading	100%	93%
5 th Grade Science	95%	90%
6 th Grade Math	100%	95%
6 th Grade Reading	99%	89%

The following scores show the percentage of students in grades 3-6 that met the "Masters Grade Level" standard for each grade level and content area at Cheatham Elementary in comparison to the district:

2018 STAAR Assessment Data for "Masters Grade Level" Standard		
Assessment	Cheatham Elementary	District Average
3 rd Grade Math	38%	45%
3 rd Grade Reading	44%	42%
4 th Grade Math	76%	57%
4 th Grade Reading	76%	57%
4 th Grade Writing	52%	29%
5 th Grade Math	84%	58%
5 th Grade Reading	71%	50%
5 th Grade Science	63%	45%
6 th Grade Math	77%	57%
6 th Grade Reading	52%	45%

In relation to the "Master's Grade Level" scores detailed above, Cheatham Elementary earned STAAR Distinction Designations in all six categories; Academic Achievement in ELA/Reading, Academic Achievement in Math, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness.

Student Achievement Strengths

Cheatham Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, some of which include:

- Cheatham Elementary has been recognized on the state of Texas Honor Roll.
- Cheatham Elementary has been recognized among the highest ranked elementary schools in student achievement in the state of Texas.
- Cheatham Elementary earned all six Distinction Designations (Academic Achievement in ELA/Reading, Academic Achievement in Math, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness).
- Cheatham Elementary exceeded expectancy in all three state performance domains (Student Achievement, School Progress, and Closing the Gaps).
- Cheatham Elementary met all 25 of the State and Federal System Safeguards for performance on the 3rd-6th grade STAAR assessments.
- Cheatham Elementary exceeded both the district and the state in the percentage of students meeting the "Approaches Grade Level" and "Masters Grade Level" standards for all grade levels and subject areas except for 3rd Grade Math on the "Masters Grade Level" standard.
- Cheatham Elementary increased the percentage of students that met the "Masters Grade Level" standard on all 4th-6th grade STAAR assessments.
- 100% of 5th grade students at Cheatham Elementary met the "Approaches Grade Level" (passing standard) or Above on the Math and Reading STAAR assessments.
- 100% of 6th grade students at Cheatham Elementary met the "Approaches Grade Level" (passing standard) or Above on the Math STAAR assessment.
- Students that received intervention support in Math and Reading through the SSI team showed significant academic progress on district and state assessments.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The percentage of students that met the "Masters Grade Level" standard on the 3rd grade Math STAAR assessment was below the district average. **Root Cause:** Differentiated lessons to meet the academic needs of advanced learners

Problem Statement 2: Assessment data and teacher feedback identify the need for additional academic support for English Learner students in the classroom. **Root Cause:** Enrollment of new English Learner students

Problem Statement 3: 86% of the Special Education students met minimum passing standard on the STAAR assessments. **Root Cause:** Differentiated lessons across all instructional settings

School Culture and Climate

School Culture and Climate Summary

As a campus, we are dedicated to building a community which empowers each individual to realize his or her full personal and academic potential. Cheatham Elementary embraces a culture in which personal and academic achievement is fostered for all students. Our school community is one that is inclusive and recognizes that our mission of fostering student success is accomplished through purposeful collaboration among all staff, parents, students, and community members.

Staff, students, and parents have high expectations for academic success at Cheatham Elementary. The majority of our students perform at a high level which is evidenced by report card grades, district assessments, and STAAR assessments. Teachers also offer tutoring twice a week to support students needing additional academic support.

Cheatham Elementary offers several extracurricular activities such as UIL, Art Club, Robotics/Coding Club, Fit Club, Girls Club, Run Club, Chess Club, Math Club, Golf Club, Honor Choir, Student Council, etc. Data indicates that over 76% of students participated in at least one after school club at school last year.

According to the 2018 Safety Climate Survey that 2nd through 6th grade students completed last spring, data indicates that 98% of these students know what to do if there is an emergency at school and 97% of them feel teachers and staff care about them and their concerns.

The Cheatham Elementary staff align their practices with the vision, mission, and belief statements of the school. In addition to being posted in every classroom, student leaders also read the Charger Expectations and Creed once a week on announcements. Furthermore, teachers implement the Allen ISD "Be the One" Character Traits, "Great Expectations", and "Positive Behavior Intervention and Supports" (PBIS World) classroom management systems to promote positive behavior and a safe, risk-free learning environment. School discipline data indicates that classroom management behavioral strategies are successful because less than 1% of students received an office referral or In-School Suspension last year.

School Culture and Climate Strengths

Some of the most notable School Culture and Climate strengths at Cheatham Elementary include:

- 2nd through 6th grade student survey data indicates that 98% of students know what to do in an emergency and 97% of students feel as though teachers and staff care about them and their concerns.
- Staff survey data reveals that they feel genuinely appreciated, are a part of something meaningful, and are provided opportunities to continue to learn and grow.
- Visitor survey data reveals that parents, family members, and other visitors feel welcome on the campus and the staff does a great job effectively and efficiently communicating with them.
- School discipline data reveals less than 1% of students have received an office referral or In-School Suspension.
- Over 76% of the students participated in at least one after school club at school last year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff quality is an important factor in promoting student success on campus. All staff members at Cheatham Elementary meet the federal and state requirements of being highly qualified resulting in students being surrounded by staff that hold high expectations for learning. Various opportunities such as Sunshine Committee events, Professional Learning Communities, mentoring, individual instructional coaching, and professional development are intentionally provided for our staff throughout the year to promote team building and reinforce desired outcomes.

Cheatham Elementary continues to maintain an extensive number of experienced teachers as 90% have five or more years of teaching experience. Additionally, two of Cheatham Elementary's teachers have been recognized as Allen ISD's Teacher of the Year; one of those also being selected as a state teacher of the year prospect in 2016-17. A third teacher was recognized as the district's Rookie of the Year and nominated for the national PAEMST award for excellence in Math teaching in 2016-17.

Staff Quality, Recruitment, and Retention Strengths

Some of the most notable Staff Quality, Recruitment, and Retention strengths at Cheatham Elementary include:

- 100% of the teaching staff at Cheatham Elementary is highly qualified.
- 90% of the teaching staff at Cheatham Elementary have five or more years of teaching experience.
- Cheatham Elementary maintains a low staff turnover rate.
- Two of Cheatham Elementary's teachers have been recognized as the Allen ISD Teacher of the Year.
- One of Cheatham Elementary's teachers has been recognized as the Allen ISD Rookie Teacher of the Year.
- One of Cheatham Elementary's teachers has been recognized as a state teacher of the year finalist.
- One of Cheatham Elementary's teachers has been recognized for the national PAEMST award for excellence in Math teaching.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: While 100% of Cheatham Elementary's teachers are highly qualified, only one of the staff members is male. It is therefore a goal to continue to seek highly qualified male staff members as role models to continue to meet the needs of all our learners.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction, and assessment at Cheatham Elementary is guided by the Texas Essential Knowledge and Skills (TEKS), district pacing calendar, and campus assessment data. The TEKS promote 21st Century skills including critical thinking, problem solving, technology application, communication, collaboration, and creativity.

Assessment plays a major role in decision making and takes on many different forms at Cheatham Elementary. To ensure all grade level skills are taught and students learn them, we implement several formative and summative assessments throughout the year.

- Kindergarten and first grade implement an iStation Reading and Math assessment at the beginning, middle and end of year, in addition to Common Formative Assessments (CFA's) throughout the year.
- Second grade implements an iStation Reading assessment at the beginning, middle and end of year in addition to a district Math assessment provided at the beginning, middle and end of year, and Common Formative Assessments (CFA's) throughout the year.
- Third through sixth grade focus on the STAAR assessment, district benchmark and simulation assessments, iStation, Imagine Math, and Common Formative Assessments (CFA's).

In addition to weekly grade level Professional Learning Communities (PLC's) and monthly vertical team PLC's, each team also meets with instructional coaches weekly to lesson plan, analyze data, and develop strategies to help enhance student success.

Intervention Block, better known as "Recharge" at Cheatham Elementary is a 30-45 minute block built into the school day for teachers to strategically scaffold in learning time to support mastery of the lowest objectives as well as provide enrichment to students that have shown mastery of the objectives. Student groups are fluid throughout the year and created to best meet the needs of each individual learner. Progress is monitored through the use of data from various assessments, and adjustments to instruction are made as necessary.

Curriculum, Instruction, and Assessment Strengths

The following highlights are examples of Curriculum, Instruction, and Assessment strengths at Cheatham Elementary:

- Cheatham Elementary has strong RtI systems in place for early identification and support for at-risk students.
- Assessment evidence indicates a high level of teaching at the performance standard at Cheatham Elementary.
- ESL and Special Education support services are aligned with classroom instruction at Cheatham Elementary.
- Cheatham Elementary teachers and instructional coaches meet weekly in PLC's to review instruction and data and make plans to improve academic growth for all students.
- Cheatham Elementary teachers provide small group instruction based on individual student needs.
- Cheatham Elementary teachers provide structured intervention/enrichment time for all students on a daily basis.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Classroom observation data, walk through data, and student assessment data indicate the need for differentiated instruction in an effort to help every student meet or exceed academic progress. **Root Cause:** Differentiated lessons across all instructional settings

Parent and Community Engagement

Parent and Community Engagement Summary

Cheatham Elementary takes pride in maintaining a family-friendly school environment, seeking parent input to provide the highest quality learning experience for our students, and working closely with our PTA Executive Board to provide several programs that involve our families and community throughout the school year. The principal also meets monthly with the school leadership team and PTA board president and vice president to discuss areas of focus and implementation of special programs to support our students. Some of the programs that our school provides students where our parents help plan and lead are: Watch D.O.G.S., Art Sparks, Multi-cultural Day assembly, Wave Your Flag Multi-cultural parade in the school, Cheatham Chow Down, Spring Fling, Reflections Art contest, Destination Imagination, Math Club, Family Fitness Night, Cheatham Press, Veteran's Day speakers, recycling program, butterfly garden on school grounds, Eat the Rainbow, Walk to School Day, School Health Advisory Council, (S.H.A.C.) and many more.

Our school staff and parents also exemplify a healthy partnership with several community businesses by working closely with them to promote the importance of positive community relations to our students. Some examples of programs are: utilizing dental hygienists to talk with our primary students, inviting the fire dept. to speak with our primary students, involving the School Resource Officer (SRO) in speaking about various topics in several grade levels, businesses come to Family Fitness Night to promote a healthy lifestyle, Allen's mayor comes to read to our students, Perot Museum representatives come to our school several times a year to lead lessons applicable to grade level objectives to enhance student learning, community members are invited to participate in the annual Multi-Cultural Day assembly, Halloween candy collection and donation to the troops, annual clothing collection for the Allen Community Outreach (ACO) donation, canned food drive for the ACO, toy drive for the ACO, and many more.

Cheatham Elementary's school website, Twitter account, and PTA Facebook page are a few ways that information and pictures are shared regarding the exciting events that take place both in and outside the school.

Parent and Community Engagement Strengths

Some of the most notable strengths with Parent and Community Engagement at Cheatham Elementary include:

- 100% of the staff members joined and supported PTA in addition to having one member for every student.
- Cheatham Elementary provides frequent opportunities for parent involvement.
- Cheatham Elementary has a robust social media presence which provides up-to-date information for parents and the community.
- The principal of Cheatham Elementary meets monthly with the PTA executive board.
- Cheatham Elementary is proud of the number of parents that volunteer daily in the school's Watch D.O.G.S. program.

School Context and Organization

School Context and Organization Summary

Parents, teachers, and students at Cheatham Elementary take pride in our school and its reputation of success. The overall perception of Cheatham Elementary is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building social character.

Cheatham Elementary's focus goes far beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. When academic progress concerns arise, staff members meet with parents through conferences, SIT's, ARD's, and 504 meetings, to involve them in the development of strategic plans to enhance their child's success.

School Context and Organization Strengths

Some of the most notable School Context and Organization strengths at Cheatham Elementary include:

- Cheatham Elementary teachers effectively utilize programs to support individualized instruction (AIM, Special Education, ESL, SSI, DT).
- Cheatham Elementary teachers efficiently and effectively implement the Rtl process.
- Cheatham Elementary teachers utilize intervention block to provide individualized instruction and enrichment.
- Cheatham Elementary has 100% compliance with district safety drill requirements.

Technology

Technology Summary

Cheatham Elementary is very fortunate to have a student to device ratio of less than 1:1. The student technology devices on campus currently include:

- 70 desktop computers (30 in each of the 2 computer labs and 5 in the library)
- 40 laptop computers (5 devices in each Kindergarten classroom and 5 in the Resource classroom)
- 461 Chrome Books (7 carts of 30 devices, 5 devices in each 1st-6th grade classroom, and 5 devices in the student support and Art classrooms)
- 166 Mini iPads (5 carts of 30 devices, 5 devices in the Music classroom, and 5 devices in one Resource classroom)

In addition to student devices, each classroom is equipped with a staff desktop computer, interactive whiteboard, document camera, media workstation, and printer.

Each year the Cheatham Elementary staff completes the Texas Education Agency's School Technology and Readiness (STAAR) survey to determine progress toward the state's long-range plan for technology. Teacher and campus leadership are asked to rate four key areas: 1) Use of technology in teaching and learning; 2) Educator preparation and development; 3) Leadership, administration, and instructional support; and 4) Infrastructure for technology. Cheatham Elementary continues to receive high ratings in all of the four designated areas.

Technology Strengths

Some of the most notable Technology strengths at Cheatham Elementary include:

- All classrooms at Cheatham Elementary have a minimum of five student devices and an interactive whiteboard.
- Cheatham Elementary maintains a student to device ratio of less than 1:1.
- Cheatham Elementary has successfully built a culture in which students are accustomed to using technology in their daily academic work.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Action research results
- Other additional data

Goals


Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Cheatham Elementary will maintain or increase our overall percentage of students meeting and exceeding progress and achieving "Masters Grade Level" performance during the 2018-19 academic year.

Evaluation Data Source(s) 1: STAAR assessment data, simulation assessment data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Cheatham Elementary will utilize School Excellence Initiative (SEI) funds to provide supplemental learning experiences and services to support the academic achievement of identified at-risk students.	teachers administrators	academic progress of tier 2-3 students				
	Funding Sources: School Excellence Initiative - 5700.00, Comp Ed - 142000.00					
2) Cheatham Elementary will utilize Title III funds to provide supplemental learning experiences to promote language acquisition and academic achievement of our English Learners.	teachers administrators	academic progress of ELL's				
	Funding Sources: Title III - 2500.00, ESL - 10000.00					
3) Cheatham Elementary teachers will utilize academic data to create and implement differentiated lessons that enhance classroom instruction and show academic growth for advanced learners.	teachers instructional coaches administrators	academic progress of advanced learners				
	Funding Sources: Gifted/Talented - 66000.00					
4) The Cheatham Elementary instructional coaches will meet with the EL facilitator and Special Services teachers weekly to plan instruction to support academic growth for students being served in ESL and Special Education.	Special Services teachers EL Facilitator instructional coaches administrators	academic progress of Special Education students				
5) First, second, and third grade teachers at Cheatham Elementary will create CFA's in Math and Reading, and use the data during weekly meetings with the instructional coaches to guide instruction to show academic growth of all students.	1st-3rd grade teachers instructional coaches administrators	academic growth for all students				


6) Second and third grade teachers will meet with instructional coaches regularly to review student data and plan intervention block lessons to show academic growth for all students.	2nd and 3rd grade teachers instructional coaches administrators	academic growth for all students				
7) Cheatham Elementary will utilize Special Education funds to provide supplemental learning experiences to promote academic achievement of our Special Education students.	Funding Sources: Special Education - 262000.00					
						

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

Performance Objective 1: Cheatham Elementary will incorporate social skills lessons to promote collaborative relationships among students.

Evaluation Data Source(s) 1: Administrators, Instructional Coaches, kindergarten, and first grade teachers will meet quarterly to discuss behavioral data to determine how the implementation of the curriculum has enhanced the social skills of the students.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) The Cheatham Elementary counselor will incorporate weekly lunch groups with 1st-6th grade students to promote positive social interactions.	teachers counselor administrator	positive social skill interaction among students				
2) Kindergarten and first grade teachers will implement Second Step social skills curriculum into daily instruction to promote positive social skills development.	teachers counselor administrators	positive social skills development				
						

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools.

Performance Objective 2: Cheatham Elementary will implement monthly academic vertical meetings to enhance teacher understanding of vertical alignment and the support needed to improve student achievement

Evaluation Data Source(s) 2: Administrators will meet with team leaders and Instructional Coaches monthly to review academic data to determine the level of success.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Cheatham Elementary instructional coaches will lead monthly academic vertical team meetings to build teacher knowledge of learning gaps to support student growth in all grade levels.	teachers administrators	academic growth for all students				

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff.

Performance Objective 1: Cheatham Elementary will implement programs and teacher training to help sustain/enhance student engagement and academic success.

Evaluation Data Source(s) 1: M.O.Y., CFA’s, progress monitoring, and E.O.Y. assessment data will be reviewed to determine the level of success of the implementation of Zoo Phonics.

Lesson plans, observations, and walk throughs will be used to determine the level of implementation of Makerspace lessons.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Kindergarten through sixth grade teachers will collaboratively develop and implement at least one Makerspace lesson in relation to their TEKS and pacing calendar each grading period.	teachers instructional coaches administrators	active student engagement with Makerspace lessons and materials				
2) Kindergarten teachers will implement Zoo Phonics into daily instruction to support letter and sound recognition, and reading.	Kindergarten teachers SSI staff instructional coaches administrators	enhanced letter and sound recognition, and enhanced academic growth for all students				

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Principal	Stephanie Logan	Principal
Assistant Principal	Aimee Cherry	Assistant Principal
Counselor	Mary Jane Barnes	Counselor
Classroom Teacher	Suzannah Aftosmis	Kindergarten Teacher
Classroom Teacher	Tina Ritter	1st Grade Teacher
Classroom Teacher	Ashley Dodson	2nd Grade Teacher
Classroom Teacher	Allison Hanel	3rd Grade Teacher
Classroom Teacher	Wendy Wilson	4th Grade Teacher
Classroom Teacher	Cynthia O'Neill	5th Grade Teacher
Classroom Teacher	Carrie Spann	6th Grade Teacher
Classroom Teacher	Christi Norris	Resource Teacher
Classroom Teacher	Lisa Bouma	Art Teacher
Classroom Teacher	Karri Decker	AIM Teacher
Paraprofessional	Julie Baker	SSI Paraprofessional
Business Representative	Barbara Milo	PTA President
Parent	Angela Foster	PTA Vice President
Parent	Gene Moore	Watch D.O.G.S. Coordinator
Community Representative	Beverly Cheatham	Community Representative

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	School Excellence Initiative - \$5,750.00, Comp Ed - \$125,000.00		\$5,700.00
Sub-Total					\$5,700.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplementary Instructional Support and Resources		\$142,000.00
Sub-Total					\$142,000.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplementary Instructional Support and Resources		\$2,500.00
Sub-Total					\$2,500.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental Instructional Support and Resources		\$66,000.00
Sub-Total					\$66,000.00
ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplementary Instructional Support and Resources		\$10,000.00
Sub-Total					\$10,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Supplementary Instructional Support and Resources		\$262,000.00
Sub-Total					\$262,000.00
Grand Total					\$488,200.00