

Allen Independent School District
Cheatham Elementary
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



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 faculty, students, parents and 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 six years due to new housing developments in our area. September 2016 enrollment data shows that 750 students were enrolled at the school at the time. The campus demographics were comprised of 51% White, 33% Asian, 6% African American, 6% Hispanic, 3% claiming Two-or-More Races, and less than 1% American Indian and Native Hawaiian/Pacific Islander. The school's student groups included 13% Gifted and Talented, 10% At-Risk, 9% Special Education, 5% Section 504, 5% Limited English Proficient (LEP), and 2% Economically Disadvantaged.

Demographics Strengths

Cheatham Elementary has many strengths. Some of the most notable demographic strengths include:

- Many of our families move into our area just for the schools. Because our families value education, we have many supportive parents and students who are committed to success.
- 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 are below the state averages.
- Our campus provides an ELL facilitator to support the individual needs of students and teachers.

Demographics Needs

One of the most notable demographic needs include:

- Even though Cheatham's attendance rate was 97.2% last school year, the school is not in the top 25% when compared by the state to 40 other Texas schools that are most similar in grade levels served, percentage of students that are economically disadvantaged, mobility rate, and the percentage of English language learners. Therefore, our school staff will continue to work with parents and students to improve the number of unexcused absences due to family travel and tardiness to school.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in four state accountability areas. For the 2015-16 school year, Cheatham Elementary met all four targets:

- Index 1- Student Achievement: Cheatham Elementary Score= 96 (State Target Score= 60)
- Index 2- Student Progress: Cheatham Elementary Score= 51 (State Target Score= 32)
- Index 3- Closing Performance Gaps: Cheatham Elementary Score= 61 (State Target Score= 28)
- Index 4- Postsecondary Readiness: Cheatham Elementary Score= 73 (State Target Score= 12)

Although we are proud of our scores, we know there is still room for improvement. On the 2016 STAAR assessments, the following scores show the percentage at the Phase-In Satisfactory Standard or Above for each grade level and content area at Cheatham Elementary in comparison to the district and state:

- 3rd Grade Math- 99%% (State 74% and District 92%)
- 3rd Grade Reading- 95%% (State 72% and District 90%)
- 4th Grade Math- 95% (State 72% and District 90%)
- 4th Grade Reading- 98% (State 74% and District 91%)
- 4th Grade Writing- 96% (State 67% and District 88%)
- 5th Grade Math- 100% (State 76% and District 93%)
- 5th Grade Reading- 96% (State 72% and District 91%)
- 5th Grade Science- 94% (State 72% and District 88%)
- 6th Grade Math- 99% (State 74% and District 94%)
- 6th Grade Reading- 97% (State 68% and District 91%)

While Cheatham Elementary has exceeded both the district and state percentages for the number of students meeting the Phase-In Satisfactory Standard or Above in every content area and grade level, the level of success among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. The highest and lowest 2016 STAAR scores are listed below for each grade and subject:

- 3rd Grade Math: 100% White, Hispanic/Latino, Two or More Races - 90% Special Education
- 3rd Grade Reading: 100% Hispanic/Latino, ELL, Two or More Races - 90% Special Education
- 4th Grade Math: 100% Asian, Hispanic/Latino - 80% ELL
- 4th Grade Reading: 100% Hispanic/Latino, Asian, African America, Special Education - 83% ELL, 2 or More Races
- 4th Grade Writing: 100% Asian, Hispanic/Latino, African American - 80% ELL, 2 or More Races
- 5th Grade Math: 100% for all student groups
- 5th Grade Reading: 100% Hispanic/Latino, African American - 50% ELL
- 5th Grade Science: 100% Asian - 67% Special Education
- 6th Grade Math: 100% African American, Hispanic/Latino, White, 2 or More Races, ELL- Not enough students for category.
- 6th Grade Reading: 100% Asian, White, 2 or More Races - 67% ELL

When looking at the variance, it is important to remember that student groups vary in size. To address the variance, the campus has analyzed scores for each individual student and by each standard. Individual students will be targeted for intervention to accelerate learning.

Another focus for the campus is to show growth in the academic achievement of our economically disadvantaged students and the two lowest performing racial/ethnic student groups. Below is an analysis of the school's percentage of students meeting the Phase-In Satisfactory Standard or Above for the two lowest performing racial/ethnic student groups and the economically disadvantaged student group from 2014-2016:

- 2014: African American- 88% Hispanic- 86% Economically Disadvantaged- 90%
- 2015: African American- 82% Hispanic- 90% Economically Disadvantaged- 86%
- 2016: African American- 88% 2 or More Races: 96% Economically Disadvantaged- 79%

The following scores show a comparison of the percentage of Cheatham Elementary students scoring Advanced Level III Performance compared to the district and state:

- 3rd Grade Math- 53% (State 19% and District 43%)
- 3rd Grade Reading- 52% (State 24% and District 47%)
- 4th Grade Math- 50% (State 22% and District 47%)
- 4th Grade Reading- 41% (State 20% and District 41%)
- 4th Grade Writing- 46% (State 15% and District 35%)
- 5th Grade Math- 48% (State 20% and District 46%)
- 5th Grade Reading- 51% (State 25% and District 51%)
- 5th Grade Science- 28% (State 11% and District 23%)
- 6th Grade Math- 55% (State 16% and Districts 55%)
- 6th Grade Reading- 51% (State 19% and District 44%)

Cheatham Elementary met all of the state System Safeguards. For the 2015-16 school year, 87% of students in grades 3-6 had to achieve Level II Satisfactory Performance on the STAAR assessments in order for the campus to meet the federal achievement target. Cheatham Elementary met all 27 indicators scoring 100%.

Student Achievement Strengths

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

- Exceeding all four Performance Index target scores (Student Achievement, Student Progress, Closing Performance Gaps, and Post-Secondary Readiness)
- Meeting all 27 of the State and Federal System Safeguards for performance on STAAR in grades 3-6
- Exceeding both the district and the state in the percentage of students meeting the Phase-In Satisfactory Standard, for all grade levels and subject areas
- 100% of 5th grade students met the Phase-in Satisfactory Standard or Above on the Math STAAR assessment

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs:

- Cheatham Elementary's 2016 Accountability Summary indicates that a Distinction was not earned in the category of "Top 25 Percent in Closing Performance Gaps" (Index 3) in comparison to a group of 40 campuses across Texas with similar campus type, size, and student demographics. While progress was made in comparison to the 2015 Accountability Summary, this remains an area of focus. The root cause indicates the need for a stronger emphasis on intervention for the two lowest performing ethnic/racial student groups (African American and 2 or More Races) and the economically disadvantaged student group, to fill in the learning gaps.
- Cheatham Elementary's 2016 Accountability Summary indicates that a Distinction was not earned in the categories of "Academic Achievement" in the areas of "English Language Arts/Reading", "Math", and "Science" when the overall Level III Advanced standard performance data is compared to a group of 40 campuses across Texas with similar campus type, size, and student demographics. The root cause is the need for placing a stronger emphasis on intervention and acceleration to improve the Level III Advanced score for all students.
- Cheatham Elementary's 2016 Accountability Summary indicates that a Distinction was not earned in the category of "Top 25 Percent in Student Progress" (Index 2) in comparison to a group of 40 campuses across Texas with similar campus type, size, and student demographics. The root cause indicates the need for a stronger emphasis on the lowest scoring learning objectives to fill in the learning gaps.
- Cheatham Elementary's 2016 Accountability Summary indicates a need for additional academic support for our ELL population. While the number of ELL's at the school continues to rise, the staffing to support these learners remains the same.
- Cheatham Elementary's 2016 Accountability Summary indicates that a Distinction was not earned in the category of "Postsecondary Readiness" (Index 4) when the number of students who have met the Final Level II Performance standard is compared to a group of 40 campuses across Texas with similar campus type, size, and student demographics.

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.

School Culture and Climate Strengths

- Student survey data indicates that 98% of students know what to do in an emergency
- Student survey data indicates that 92% of students feel they have a trusted adult they can approach regarding personal safety
- 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.

School Culture and Climate Needs

- While 92% of students feel they have a trusted adult they feel they can approach regarding personal safety, 8% have still indicated they don't feel they do.

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, PLC's, mentoring, and professional development are intentionally provided for our staff throughout the year to promote team building and reinforce desired outcomes.

Staff Quality, Recruitment, and Retention Strengths

Cheatham Elementary continues to experience a low staff turnover rate, and 83% of the teachers 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 and a third recognized as the district's Rookie of the Year.

A comprehensive staff development plan based on campus and/or district needs as determined by our data is created yearly to support the effectiveness of each teacher to better meet the needs of each individual learner.

Staff Quality, Recruitment, and Retention Needs

While 100% of Cheatham Elementary's teachers are highly qualified, only three of our staff members are 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 assessment and mCLASS 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 and end of year, and Common Formative Assessments (CFA's) throughout the year.
- Third through sixth grade focus on STAAR, district benchmark and simulation assessments, iStation, Think Through Math, and Common Formative Assessments (CFA's).

In addition to weekly grade level PLC's and monthly vertical team PLC's, each team also meets with the principal quarterly to analyze data, target lesson planning, 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 our school day for teachers to strategically scaffold in learning time to support mastery of the lowest objectives according to the data as well as for 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

- High level of teaching at the performance standard
- ESL and Special Education support services are aligned with classroom instruction
- Weekly grade level and support teacher PLC's to review instruction and data
- Small group instruction based on student needs
- Structured intervention/enrichment time for all students on a daily basis

Curriculum, Instruction, and Assessment Needs

- Analysis of instructional data to drive instruction
- Additional support for tutoring students

Family and Community Involvement

Family and Community Involvement Summary

Cheatham Elementary takes pride in maintaining a family-friendly school environment, and works closely with our PTA Executive Board to provide several programs that involve our families and community throughout the school year. The principal meets monthly with the school leadership team and PTA board president and vice president to discuss the implementation of special programs to support our students.

Family and Community Involvement Strengths

- Frequent opportunities for parent involvement
- Robust social media presence provides up-to-date information for parents and the community
- Monthly executive board meetings with the principal
- 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

- Optimal use of the school day for instruction
- Effective programs to support individualized instruction (AIM, Special Education, ESL, SSI, DT)
- The RTI process is utilized effectively
- Intervention and enrichment time during intervention block
- Master schedule maximizes instructional time while also ensuring special program times are addressed.
- 100% compliance with district safety drill requirements

School Context and Organization Needs

- Optimizing collaborative planning opportunities
- Time management during classroom instruction
- Routine, strategic planning for intervention block to reduce academic performance gaps;

Technology

Technology Summary

Cheatham Elementary is very fortunate to have a student/device ratio of 1.3:1. The student technology devices the campus currently has are:

- 240 student desktop computers
- 200 laptop computers (HP and Chromebooks)
- 149 iPads

Each year the Cheatham Elementary staff completes the Texas Education Agency's School Technology and Readiness (STaR) 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

- All classrooms have 2 or more student computers, a SMART board, and document camera
- Cheatham maintains a student/device ratio of 1.3:1
- Our campus has successfully built a culture in which students are accustomed to using technology in their academic work

Technology Needs

- Continual professional development is needed to increase teachers' ability to fully utilize instructional software data to guide instruction
- Number of teachers who integrate 21st Century learning skills into instruction on a daily basis
- Opportunities for collaboration to promote digital learning

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR ELL 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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 between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented 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
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or 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: Continue to strive toward excellence in achievement by all students at all grade levels on current common metrics.

Performance Objective 1: Cheatham Elementary will increase our overall percentage of students meeting and exceeding progress and achieving advanced performance.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Cheatham Elementary teachers will intentionally plan and provide differentiated questioning techniques to engage all learners in higher order thinking to extend their learning.	Teachers Administrators	lesson plans benchmark data M.O.Y. data CFA data simulation data E.O.Y. data STAAR data daily formative assessment data administrator observations ALW data walk through data				
2) The AIM teacher will provide weekly intervention support to Gifted and Talented students to show progress in their lowest scoring learning objectives.	Teachers grades 3-6 AIM teacher Administrators	benchmark data CFA data simulation data STAAR data				
3) Cheatham Elementary administrators will monitor and ensure high-quality instructional practices among teachers that will help improve student performance	Teachers Administrators	administrator observations ALW data walk through data teacher lesson plans pre-observation conferences post observation conferences				
4) Cheatham Elementary teachers will consistently implement CFA's over the lowest scoring objectives from B.O.Y., benchmark, M.O.Y., and simulations, to collect data to determine student progress of the lowest objectives. The CFA data will be utilized to drive instructional plans.	Teachers CIS Administrators	benchmark data M.O.Y. data CFA data simulation data E.O.Y. data STAAR data classroom assessment data				
5) Cheatham Elementary teachers will consistently disaggregate CFA data to determine each individual student's lowest objectives, and strategically implement intervention lessons to improve student performance.	Teachers CIS Administrators	intervention block lesson plans CFA data classroom assessment data ALW data walk through data teacher/administrator conferences				

<p>6) Cheatham Elementary teachers will disaggregate multiple years of STAAR, BOY, and EOY data in all grade levels and content areas at the beginning of the year to determine trends of concern in the learning objectives. They will develop and implement strategic lesson plans to address each of the learning objectives during tier 1 classroom instruction in an effort to enhance student progress in the identified areas.</p>	<p>Staff CIS Administrators</p>	<p>lesson plans benchmark data M.O.Y. data CFA data simulation data E.O.Y. data STAAR data classroom assessment data administrator observations ALW data walk through data</p>				
<p>7) Cheatham Elementary teachers in grades 3-6 will provide strategic lesson plans to an assigned support staff member, to facilitate activities to help enhance academic progress in both Math and Reading.</p>	<p>Teachers grades 3-6 Administrators Support staff members assisting with intervention block</p>	<p>intervention block lesson plans benchmark data M.O.Y. data CFA data simulation data E.O.Y. data STAAR data administrator observations ALW data walk through data daily formative assessment data from support staff member</p>				
<p>8) Cheatham Elementary 1st-6th grade teachers and Resource teachers will provide tutoring two days a week, as needed, to help ensure academic success for all students.</p>	<p>1st-6th grade teachers Resource teachers Administrators</p>	<p>benchmark data M.O.Y. data CFA data simulation data E.O.Y. data STAAR data classroom assessment data administrator observations ALW data walk through data Tutoring logs submitted quarterly will determine evidence of strategy implementation</p>				

9) Student Support, Specials, and Kindergarten teachers will provide tutoring support, as needed, to grade level teachers to enhance academic progress in Math and Reading.	Teachers Administrators	benchmark data M.O.Y. data CFA data simulation data E.O.Y. data STAAR data classroom assessment data administrator observations ALW data walk through data				
10) The Cheatham Elementary Assistant Principal will promote the importance of school attendance and timely arrival to school by publishing articles in our school's Cheatham Chatter on a monthly basis and meeting with parents as needed to help develop individual plans to help improve attendance.	Assistant Principal Teachers Principal	Improved attendance rate at the end of the 2016-17 school year.				
11) Cheatham Elementary will utilize School Excellence Initiative (SEI) funds to provide additional tutoring to support the academic achievement of our tier 2-3 students, economically disadvantaged students, the two lowest performing racial/ethnic student groups (African American and 2 or More Races), and ELL's.	Teachers Administrators	simulation data CFA data E.O.Y. data STAAR data classroom assessment data				

= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: Maintain the Exemplary rating as achieved in 2015-2016 in the local accountability system based on performance of the campus in community and student engagement in eight categories and in compliance with statutory and policy requirements.

Performance Objective 1: Cheatham Elementary will maintain the Exemplary rating in all eight categories for the local accountability system in 2016-17.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Cheatham Elementary School will provide several opportunities for our students in the area of Fine Arts. Some of these activities include: UIL Teams, Band, Orchestra, Choir, Destination Imagination, Art Sparks, Art Club, Watch Me Sculpt Club, and the Reflections contest.	Cheatham Staff Students Parents	student participation				
2) Cheatham Elementary will provide several opportunities for our students in the area of Wellness and Physical Education. Some of these activities include daily morning exercises on announcements, brain break exercises, Family Fitness Night, Fit Club, Motivate to Move, Punt-Pass-Kick Competition, Field Day, Run Club, Girls Club, Rudolph Run, Allen Eagle Run, Walk/Bike to School Days, Fitness Gram, Jump Rope & Hoops for Heart, annual kickball game, Spring Fling spotlight dances, Eat the Rainbow, and the 21-Day Challenge.	Cheatham Staff Students Parents	student participation				
3) Cheatham Elementary will promote community and parent involvement through various activities/programs such as promoting PTA membership, attending monthly meetings, PTA volunteers, PTA board member opportunities, Veteran's Day program, Be the One Assembly, Yahoo/Boohoo Breakfast, Kindergarten play dates over the summer, Kindergarten Orientation, Meet the Teacher Night, winter parties, EOY parties, Field Day, Multicultural Week activities and assembly, Open House, Spirit Nights, Spring Fling Dance, Book Fair, Recognition Assemblies, Destination Imagination, Kindergarten Thanksgiving program, Kindergarten Roundup, Spelling Bee, Reflections contest, DFW Opera performance, Cheatham Press, ACO collection drives, Caring Coins drive, Toy Drive, Shoe Drive, Family Fitness Night, Family Literacy Night, Spelling Bee, Eat the Rainbow, 21 Day Challenge, Walk/Bike to School Days, Cheatham Press, Watch D.O.G.S. volunteers, Watch D.O.G.S. pizza night, Cheatham Chow Down, Rudolph Run, Allen Eagle Run, community readers, Run Club, field trip chaperones, Copy Mom volunteers, Art Sparks volunteers, Volunteer Appreciation meal, Donuts with Dads, Muffins with Mom, Math Olympiad Club, school picture volunteers, various Perot Museum classroom lessons, Kids F.I.R.S.T. Disability Awareness Program, Perot Technology Truck Night, and the Science Safari program.	Cheatham staff Students Parents	parent participation				

4) Cheatham Elementary will promote 21st Century Workforce Development by providing student leadership opportunities such as Student Council, CCN crew, Safety Patrol, Destination Imagination, grade level buddy program, PAL's, Boy's Leadership Club, and Girls Leadership Club. We will also promote career & college focus by implementing the following opportunities: college spirit wear Fridays, counselor guidance on careers, community member presentations to Kindergartners, and Watch D.O.G.S. career share time.	Cheatham staff Students Parents	student participation staff participation parent participation				
5) Cheatham Elementary will provide multiple opportunities for participation in multicultural programs such as inviting community guests to perform/speak during multicultural week in February, multicultural parade of flags, multicultural talent show, inviting veterans to speak and participate in our Veteran's Day assembly, winter holiday culture share, E.O.Y. music class showoff day, study various cultures in Art class and Art Sparks, and the 5th grade Sky Ranch trip.	Cheatham staff Students Parents	student participation staff participation parent participation				
6) Cheatham Elementary teachers will implement technology opportunities regularly to provide authentic learning experiences and to promote student acquisition of the knowledge, skills, and attitudes to perform in the 21st Century world. Some examples of technology implementation include iPads, laptops, flipcams, desktop computers, SMART Boards, webcams, video conferencing, and Twitter.	Cheatham staff Students Parents	administrator observation data ALW data staff STaR Chart survey lesson plans				
7) The Cheatham Elementary School Health Advisory Council (S.H.A.C.) will meet at least twice a year to discuss and evaluate the implementation of school programs that promote a healthy lifestyle and physical fitness for our students.	Physical Education teacher District Physical Education coordinator	completion of annual programs staff feedback student feedback parent feedback district Physical Education coordinator feedback				

Goal 3: Ensure improvement in student learning through professional learning communities that focus on curriculum, instruction/assessment and intervention. In accordance with the district expectations, all staff will implement the provided guaranteed and viable curriculum, utilize the instructional model, and develop school-wide intervention plans to ensure improved student learning.

Performance Objective 1: Cheatham Elementary School staff will ensure improvement in student learning by working in high-performing collaborative teams.

Summative Evaluation: 2016-17 benchmark, simulation, STAAR, SCA, Istation, mCLASS, CFA, and Accountability Summary of Distinction Designation data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) All academic vertical teams will develop instructional strategies to be utilized vertically, based on school-wide assessment data. Some of the strategies include: 1. Students in grades 3-6 will practice creating their own multiplication chart on a regular basis, until mastery shown. 2. Common language vocabulary will be implemented in all content areas, vertically. 3. Vocabulary walls will be posted and referred to by all teachers to enhance student knowledge.	All staff members Administrators	Academic improvement with the strategies developed and implemented				
2) Cheatham Elementary teacher leaders will attend district professional development workshops throughout the year, and then re-teach the information to the Cheatham staff on staff development days and in staff meetings.	Administrators	staff feedback district administrator feedback student data				
3) All grade level teams will meet a minimum of three times a year with the Student Support team, Resource teachers, and administrators to discuss grade level and individual student data to determine additional intervention support needed to help students become more successful.	All staff Administrators	benchmark data M.O.Y. data CFA data simulation data E.O.Y. data STAAR data				
4) Cheatham Elementary administrators will meet with grade level teachers regularly to discuss B.O.Y., benchmark, M.O.Y., simulation, and CFA data to develop instructional strategies to help ensure academic growth for students.	Teachers Administrators	B.O.Y. data benchmark data M.O.Y. data simulation data CFA data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Provide opportunities for all students to use technology through project based activities that reinforce the core curriculum while becoming proficient in all technology application TEKS.

Performance Objective 1: Cheatham Elementary will continue to focus on technology integration through project based learning in all content areas to help ensure all students become proficient with the technology TEKS.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) The Cheatham Elementary Technology Team will plan and implement a Technology Boot Camp training for teachers at the beginning of the year.	Teachers Administrators	Mastery of Technology TEKS				
2) Cheatham Elementary teachers will implement Technology Boot Camp to students in grades 1-6 during the second week of school to provide grade level specific foundation skills such as technology use, passwords, digital citizenship, ipad apps., research tools, etc.	Teachers Administrators	Mastery of Technology TEKS				
3) Selected members of the Cheatham Elementary Technology Team will attend the TCEA conference in February, and then develop plans and lead the February campus staff development day to help enhance technology knowledge and implementation of technology into lesson plans.	Administrators	staff feedback after the staff development TCEA teacher leader feedback administrator feedback				
4) Cheatham Elementary teachers will implement the technology TEKS into their weekly lesson plans where students will be actively engaged at the appropriate performance standard in an effort to master all grade level technology TEKS.	Teachers Administrators	lesson plans ALW data observation data walk through data student achievement data				
						

Goal 5: Provide education and awareness to all students, staff and school community to promote understanding of diversity.

Performance Objective 1: Cheatham Elementary will provide education and awareness to all students, staff, and school community to promote understanding of diversity.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) Cheatham Elementary will implement the Kids F.I.R.S.T. 2-day school-wide program to help students understand disability awareness and learning differences within our school community.	Staff Parents Administrators	staff feedback parent feedback student feedback				
2) Cheatham Elementary will implement Multicultural Week activities to promote a school-wide understanding of cultural differences. Activities include assembly, parade of flags, talent show, showcase of student work, etc.	Staff Administrators Parents	staff feedback parent feedback student feedback				
						

Goal 6: Provide a safe and structured program designed to meet the academic and social needs of our diverse student population. All students will be educated in a learning environment that is safe, drug free, and conducive to learning that leads to graduation for all students.

Performance Objective 1: Cheatham Elementary will to provide a safe and secure environment to meet the academic and social needs of our students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) The Cheatham Elementary staff and students will participate in a district initiated safety audit.	Administrators Staff Safe and Secure Schools Dept.	district audit data and feedback				
2) The Cheatham Elementary counselor will provide monthly guidance lessons to students in the areas of drug awareness, bullying, test taking strategies, anxiety, cyber safety, etc.	Administrators Counselor Teachers	Student Safety survey counselor lesson plans number of Initial Safety Incident Report forms submitted				
3) The Cheatham Elementary staff members will receive training regarding the Campus Standard Response Protocol and participate in monthly safety drills and after action reviews.	Asst. Principal Staff Safe and Secure Schools Dept. Crisis Team	after action reviews monthly drill documentation				
4) The Cheatham Elementary Watch D.O.G.S. will conduct daily safety checks such as walking the perimeter of the school, checking all exterior doors and gates, providing support during lunch in the cafeteria, etc. They will provide documentation to the Receptionist at the end of the school day.	Administrators Staff members	Watch D.O.G.S. data				
5) The Cheatham Elementary campus Crisis Team will participate in two Tabletop Simulations and meet to discuss after action review data and develop plans to maintain a safe and structured learning environment.	Asst. Principal Crisis Team Staff members Safe and Secure Schools Dept.	Tabletop Simulation meeting agenda and notes Safe and Secure Schools Dept. feedback				
6) The Cheatham Elementary 5th and 6th grade teachers will review the Safety Survey data with administrators at the beginning of the year and implement routine practices to help ensure all students feel safe while at school. Such practices will include monitoring all students during transition times between classes, cafeteria, recess, restroom breaks, etc. Teachers will communicate regularly with all students to reinforce behavioral expectations while in the cafeteria, at recess and in the restroom.	5th and 6th grade teachers Staff Administrators	student feedback parent feedback administrator feedback Safety Survey data discipline referral data				
						

Goal 7: 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 maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Dec	Mar	May
1) The Cheatham Elementary staff members will complete all required E-courses set by the district.	Staff members	certificates from Eduphoria				
2) The campus principal, secretary, and various staff members will participate in district financial audits throughout the year.	Principal Secretary Teachers with 461 accounts	district audit data report				
3) The campus leadership team will meet once a week to discuss the management of school-wide operations.	Administrators Staff members Parents	meeting discussion data staff feedback parent feedback				
						

2016-2017 Campus Improvement Team

Committee Role	Name	Position
Principal	Stephanie Logan	Principal
Assistant Principal	George Lee	Asst. Principal
Business Representative	Allison Hargraves	Business Representative
Classroom Teacher	Cathy Embry	Teacher
Classroom Teacher	John Holley	Teacher
Classroom Teacher	Libby King	Teacher
Classroom Teacher	Julie Latos	Teacher
Classroom Teacher	Sheri Nelson	Teacher
Classroom Teacher	Jill Nortman	Teacher
Classroom Teacher	Heather Plummer	Teacher
Classroom Teacher	Jaime Thomasco	Teacher
Community Representative	Beverly Cheatham	Community Representative
Counselor	Mary Jane Barnes	Counselor
Non-classroom Professional	Tawana Rhodes	Resource Teacher
Non-classroom Professional	Dyan Rodriguez	CIS
Paraprofessional	Jennifer Flatt	Receptionist
Parent	Tasha Young	PTA President