

Allen Independent School District



Cheatham Elementary

Accountability Rating: A

2026-2027 Campus Improvement Plan

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!

Value Statement

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.

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Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary

Cheatham Elementary serves **701 students** in Allen ISD. The student population is diverse, with **9.3% African American, 26.8% White, and 46.8% Asian** students, and **15.5% Identifying as** more than two races. The school maintains a relatively low percentage of **economically disadvantaged students (18%)**. **25.4% of students receive special education services** and **26.3% of students** are **emergent bilingual learners**. Cheatham reports a strong **attendance rate of 96.3%**.

Strengths

Demographic Strengths

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

- **Strong family and community commitment to education** – Many families move into the Cheatham attendance zone for the reputation of the school and district. Parents and students place a high value on education, supporting student success.
- **Rich cultural diversity** – With a student population that is **46.8% Asian, 26.8% White, 9.3% African American, and 15.5% identifying as two or more races**, Cheatham's diverse community enhances cultural awareness, inclusion, and global perspectives in the learning environment.
- **High attendance rates** – The school maintains a **96.3% attendance rate**, reflecting strong student engagement and family commitment to consistent learning.
- **Gifted and Talented identification** – A significant portion of students are identified as **Gifted and Talented**, highlighting the school's culture of academic rigor and support for advanced learners.
- **Inclusive support for diverse learners** – **25.4% of students receive special education services**, and Cheatham offers programs and interventions designed to meet the needs of a wide range of learners.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Staffing efficiencies have limited the level of supports teachers will have in their classrooms. Cheatham has seen an increase in emergent bilingual and economically disadvantaged students that teachers will need creative solutions to meet the needs of all learners.	26.3% of students identified as Emergent Bilingual, an increase of 11%. Cheatham has an English Language Facilitator that is shared between 4 campuses. Cheatham has an economically disadvantaged population of 18%, an increase of 5%. Cheatham has instructional coaches that are shared between 4 campuses. Our Campus Intervention Specialist is shared between 2 campuses.

★ = Priority

Student Learning

Summary

STAAR spring 2025

The following scores show the percentage of students that approached, met, and mastered the standard for each grade level and content area at Cheatham Elementary.

2025 STAAR Assessment Data: Cheatham Elementary			
	Reading	Math	Science
Approaches	97%	96%	98%
Meets	88%	88%	81%
Masters	66%	64%	46%

Strengths

Students at Cheatham Elementary consistently achieve at high levels on state assessments. Based on **2025 STAAR results**, the campus earned an overall **“A” rating** from the Texas Education Agency. Cheatham also earned **all 6 possible academic distinctions**, including recognition for outstanding performance in **mathematics, reading, and science**. In addition, the school received distinctions for **academic growth, closing achievement gaps, and college and career readiness**, reflecting both strong instructional practices and a commitment to equity for all learners.

Cheatham Elementary’s **Kindergarten students** demonstrate strong early literacy foundations, with most meeting benchmarks in phonemic awareness and alphabet knowledge. **First-grade students** show high achievement in decoding and word recognition, reflecting effective phonics instruction. By **Second Grade**, the majority of students meet or exceed expectations in fluency and comprehension, indicating steady growth across the primary grades.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 While overall K-2 literacy achievement is strong, a significant number of students begin the year below benchmark in foundational skills such as phonemic awareness and decoding.	First- and second-grade data indicate that students who start behind often struggle to close the gap within the year.

 = Priority

School Processes & Programs

Summary

Parents, teachers, and students at Cheatham Elementary take pride in our school and reputation for 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 with an emphasis on social-emotional learning strategies.

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, 504, and/or ARD meetings, to involve them in the development of strategic plans to enhance their child's success.

The curriculum, instruction, and assessment at Cheatham Elementary are guided by the Texas Essential Knowledge and Skills (TEKS), district pacing calendar, and campus assessment data. The TEKS promotes 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 through second-grade implement district MAP Math and mCLASS Reading assessments at the beginning, middle, and end of the year.
- Third through sixth-grade implement district MAP Math and Reading assessments at the beginning, middle, and end of the year. In addition, students take the STAAR assessment during the last quarter of the school year.

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 learning material 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.

Strengths

Some of the most notable School Processes & Programs strengths at Cheatham Elementary include:

- Cheatham Elementary teachers effectively utilize programs to support individualized instruction (AIM, Special Education, ESL, SSI, DT).
- Cheatham Elementary has strong multi-tiered systems of support in place for early identification and support for students identified as at-risk.
- Cheatham Elementary teachers utilize intervention block to provide individualized instruction and enrichment.
- Cheatham Elementary has 100% compliance with district safety drill requirements.
- District and state assessment evidence indicates a high level of teaching at the performance standard at Cheatham Elementary.
- English language and Special Education support services are aligned with classroom instruction at Cheatham Elementary.
- Cheatham Elementary teachers and Instructional Coaches meet weekly in professional learning

communities 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.
- Cheatham Elementary maintains a student-to-device ratio of 1:1.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	School wide programs and events have gone through a series of iterations since our return to in-person learning. The dynamic nature of these programs and events has led to a decrease in institutional knowledge about our processes and procedures.	We have had several significant changes over the past 5 school years including; at-home learning and a return to in-person learning, Allen ISD pre-K moving to another campus, and new campus administration.

★ = Priority

Perceptions

Summary

Cheatham Elementary is widely recognized by staff, students, and parents as a school with a strong culture of academic excellence and collaboration. Families often choose to move into the Cheatham attendance zone because of the school's strong reputation and consistent record of high performance on district and state assessments. The school community embraces high expectations, with staff, students, and parents working together to ensure personal and academic success for all learners.

Cheatham fosters a welcoming and inclusive environment where cultural diversity is celebrated through events such as Multicultural Week and the Wave Your Flag Parade, reflecting the shared values of respect and belonging. Parents are deeply engaged in the life of the school, contributing to programs like Watch D.O.G.S., Family Fitness Night, Veteran's Day events, and STEAM Night, while collaborating with staff through the PTA and leadership team to guide campus initiatives.

Strengths

- Families choose to move into the Cheatham zone because of the school's strong reputation and consistent academic success.
- The school community embraces high expectations and collaboration among staff, parents, and students to support achievement for all learners.
- Staff perceive Cheatham as a supportive, student-centered environment, where teamwork and shared responsibility foster academic and personal growth.
- Cheatham fosters an inclusive, culturally diverse environment, celebrated through schoolwide events and traditions.
- Strong parent engagement and communication are evident through PTA partnerships, family programs, and active use of digital platforms.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Cheatham Elementary continues to welcome many new students from around the globe, many of whom are new to the country and to the English language. This increasing diversity enriches the school community but also presents challenges in maintaining consistently high academic performance while supporting students who arrive with varied language abilities and educational backgrounds. Ensuring that all	The root cause of this challenge is the increasing enrollment of students from diverse international backgrounds, many of whom are new to the English language and enter with different prior academic experiences and expectations.

★ = Priority



Goals

Goal 1 Allen ISD will cultivate a culture of excellence.

Performance Objective 1

By May 2027, Beverly Cheatham Elementary will cultivate a culture of excellence by intentionally increasing student discourse opportunities in all classrooms and leveraging our newly renovated collaborative learning spaces. At least 80% of classrooms observed through walkthroughs will demonstrate consistent opportunities for students to listen, speak, share, question, and respond to one another, supporting deeper learning for all students.

Evaluation Data Source: Classroom Walkthrough Data
Campus Discourse Look-Fors
Student Work Samples
Student Learning Data
Teacher-Self Reflection
Grade Level team's instructional lesson plans
Collaborative Learning Space Usage Data

Strategy 1

Cheatham Elementary will establish a Campus-Wide Student Discourse Framework by developing common expectations and "look-fors" for meaningful student discourse across grade levels and defining what it should look and sound like when students are listening, speaking, sharing, questioning, and responding.

Strategy's Expected Result/Impact: All teachers and students will have a common understanding and language for high-quality academic discourse.

A campus-wide set of student discourse expectations and walkthrough "look-fors" will be established and implemented across all grade levels.
Increased observance of students consistently listening, speaking, sharing, questioning, and responding to peers during instruction.

Students will increasingly demonstrate the ability to explain their thinking, build on the ideas of others, ask questions, and respectfully respond to differing perspectives.

Walkthrough data will demonstrate measurable growth in the frequency and quality of student-to-student academic interactions throughout the year.

Staff Responsible for Monitoring: ILT team and Administration Team

Formative Reviews

September

December

March

May

Strategy 2

Cheatham Elementary Staff will leverage the newly renovated collaborative learning spaces by intentionally utilizing the spaces for partner work, small-group instruction, student-led discussions, problem solving and collaborative projects.

Strategy's Expected Result/Impact: Teachers will intentionally incorporate the newly renovated collaborative spaces into lesson design to support academic conversation, collaboration, problem solving, and deeper learning.

Students will regularly engage in structured partner and small-group learning experiences that require them to communicate and build upon one another's thinking.

Collaborative spaces will be used as instructional tools rather than simply alternative seating, with evidence of intentional grouping, discussion, collaboration, and student-centered learning.

Walkthrough data will demonstrate increased use of collaborative learning structures and spaces across grade levels.

Students will demonstrate increased independence and confidence in working collaboratively, communicating ideas, and responding to the thinking of their peers.

Staff Responsible for Monitoring: Campus administration, Instructional Coaches, ILT Leads

Formative Reviews

September

December

March

May

Strategy 3

Cheatham Instructional Leaders will provide professional learning on academic discourse through ongoing professional learning on high-quality questioning, discussion structures, wait time, student talk rations and strategies of getting all students involved.

Strategy's Expected Result/Impact: Teachers will increase their knowledge and implementation of effective academic discourse strategies, including purposeful questioning, wait time, discussion structures, and strategies that increase equitable student participation.

Teachers will incorporate at least one intentional student discourse strategy into regular instructional practice and expand their use of strategies throughout the year.

Grade Level Teams will regularly include discussion of student discourse practices, student engagement, and evidence of student learning resulting from academic conversations.

Walkthrough data will demonstrate increased use of high-quality questioning and opportunities for students to engage in meaningful student-to-student discourse.

Teachers will demonstrate increased confidence in planning and facilitating academic discourse, as measured through teacher reflection/self-assessment.

Students will have increased opportunities to do the cognitive work of the lesson through explaining, questioning, reasoning, and responding to peers.

Staff Responsible for Monitoring: Campus administration, Instructional Coaches, ILT Leads

Formative Reviews

No Progress

September

December

March

May

Goal 2

Allen ISD will prepare students to be future ready for success in citizenship and college, career, or the military.

Performance Objective 1

The Instructional Leadership Team and Learning Support Specialists will facilitate new learning to support all learners with a focus on Emergent Bilingual Students.

Evaluation Data Source: MAP growth indicators for Emergent Bilingual Students

Strategy 1

The Instructional Leadership Team will deliver professional learning focused on Instructional Strategies designed for Emergent Bilingual Students.

Strategy's Expected Result/Impact: Academic growth for Emergent Bilingual Students.

Staff Responsible for Monitoring: Administration.

Funding Sources: Lexia Learning Title III, Part A- ELA, \$2,700

Formative Reviews

September

December

March

May

Strategy 2

Cheatham will utilize creative staffing to allow upper elementary to enrich our highest performing students while reducing student to teacher ratios for students who need targeted academic support.

Formative Reviews

September

December

March

May

Performance Objective 2

Cheatham Elementary students will develop future ready skills by offering students opportunities to develop skills beyond the classroom.

Evaluation Data Source: Staff, student, and parent feedback, student participation in new leadership

Strategy 1

Cheatham Elementary staff and students will participate in Power Up activities that focus on positive actions, relationship building, and service projects.

Strategy's Expected Result/Impact: Increased understanding of how positive actions impact others

Staff Responsible for Monitoring: All staff members

Formative Reviews

SeptemberDecemberMarchMay

Strategy 2

We will build capacity in our 3rd-6th grade students to increase student engagement and participation in campus wide activities.

Strategy's Expected Result/Impact: Student Leaders will take an active roll in leading campus activities.
Increased student participation in all grade levels during school-wide activities.

Staff Responsible for Monitoring: Administrative team, Student Organization Sponsors

Formative Reviews

SeptemberDecemberMarchMay

Goal 3

Allen ISD will empower students to take ownership of their learning and support each student, as a whole child, in achieving personal and academic growth.

Performance Objective 1

Cheatham Elementary staff will implement effective processes that promote active student engagement and academic growth for all students.

Evaluation Data Source: STAAR assessment data; district B.O.Y., M.O.Y., E.O.Y. MAP Growth and mCLASS data; walkthrough and observation data; lesson plans

Strategy 1

Cheatham Elementary teachers will provide enrichment opportunities that promote critical and creative thinking to support advanced and gifted learners.

Strategy's Expected Result/Impact: Academic progress of advanced and gifted learners

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers, AIM Teacher

Funding Sources: Gifted and Talented staffing and Resources GT Allotment, \$79,207

Formative Reviews

September

December

March

May

Strategy 2

Cheatham Elementary teachers will utilize classroom, district, and state assessment data to design and implement instruction to promote the academic growth of identified at-risk, dyslexic, English Learner, and Special Education students in Math and Reading.

Strategy's Expected Result/Impact: Academic progress of identified at-risk, dyslexic, and Special Education students

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers, Dyslexia Therapists

Funding Sources: Supplemental Tutoring for Emergent Bilingual Students Title I, Part C, , Special Education Staffing and Resources Special Education: State Special Allotment, \$526,188, Dyslexia Therapist Staffing and Resources Dyslexia: State Allotment, \$48,292, Supplementary Instructional Support and Resources Comp Ed: State Special Allotment, \$85,358

Formative Reviews

September

December

March

May

Performance Objective 2 HB3 Goal

The percentage of Third Grade students that score at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 88% to 90.5% by Spring 2029.

Evaluation Data Source: STAAR Reading data

Strategy 1

Kindergarten through third-grade teachers will provide targeted core and intervention instruction to promote academic growth in literacy foundational skills.

Strategy's Expected Result/Impact: Academic progress of Kindergarten through third-grade students

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Kindergarten through third-grade Teachers, Resource Teachers, SSI Teacher, EL Facilitators

Funding Sources: Staffing and Resources Early Education: State Allotment, \$147,317

Formative Reviews

September

December

March

May

Performance Objective 3 HB3 Goal

The percentage of Third Grade students that score at Meets Grade Level or above on the STAAR Math assessment will increase from 80% to 82.5% by Spring 2029.

Evaluation Data Source: STAAR Math data

Strategy 1

Kindergarten through third-grade teachers will provide targeted core and intervention instruction to each student, based upon the areas for growth in relation to MAP assessment data.

Strategy's Expected Result/Impact: Academic progress of Kindergarten through third-grade students

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Kindergarten through third-grade Teachers, Resource Teachers, SSI Teacher, EL Facilitators

Formative Reviews

September

December

March

May



Funding Summary

Funding Summary

Dyslexia: State Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Dyslexia Therapist Staffing and Resources	--	\$48,292.00
Sub-Total					\$48,292.00
Budgeted Fund Source Amount					\$48,820.00
+/- Difference					\$528.00

Comp Ed: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Supplementary Instructional Support and Resources	--	\$85,358.00
Sub-Total					\$85,358.00
Budgeted Fund Source Amount					\$115,770.00
+/- Difference					\$30,412.00

Special Education: State Special Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Special Education Staffing and Resources	--	\$526,188.00
Sub-Total					\$526,188.00
Budgeted Fund Source Amount					\$1,154,926.00
+/- Difference					\$628,738.00

Title III, Part A- ELA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Lexia Learning	--	\$2,700.00
Sub-Total					\$2,700.00
Budgeted Fund Source Amount					\$2,700.00
+/- Difference					\$0.00

GT Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Gifted and Talented staffing and Resources	--	\$79,207.00
Sub-Total					\$79,207.00
Budgeted Fund Source Amount					\$79,457.00
+/- Difference					\$250.00