

**Sanger Independent School District
Chisholm Trail Elementary School
2022-2023 Campus Improvement Plan**



Mission Statement

The mission of Chisholm Trail Elementary School, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

Vision

Chisholm Trail Elementary will be an exceptional campus focused on innovative learning where students are prepared to create their future in an ever-changing world.

Educate - Inspire - Elevate

Value Statement

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chisholm Trail Elementary is a public school in Sanger, serving students in pre-kindergarten through second grade. We currently have an enrollment of 417 children. Of our population, 55% are male and 45% female. We have 45 staff.

Demographics Strengths

A demographic strength noted in our campus needs assessment is the diversity among our student population. This diversity in spoken language is supported by the ESL certification of our teachers. Another strength is the support provided by our campus and district to families who are homeless.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for communication to be provided in Spanish as well as English. **Root Cause:** With the strength of diversity comes a responsibility to address a variety of needs.

Student Achievement

Student Achievement Summary

Overall, there is evidence of learning and growth across grade levels and content areas. The heaviest focus remains in literacy.

Student Achievement Strengths

The campus needs assessment found the following areas of strength:

- Growth in reading (Kindergarten through Second grade) improved
- Urgent intervention numbers in First grade Math went down from beginning to end of year
- Listening Comprehension in Kindergarten increased
- Letter names and sounds in Kindergarten increased
- Shape identification in PreK increased

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Teachers must have continued training, collaboration, and appropriate materials to meet the individual needs of all students in the areas of literacy and math. **Root Cause:** Our learners change every year and we need to address the individual needs of learners while ensuring they are reaching the high standards set for them.

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Chisholm Trail is ever changing and growing. The staff, students, families, and the community work together every day to make Chisholm Trail better today than it was yesterday and to create the best possible place for our children to build their educational foundation.

School Culture and Climate Strengths

According to the results of a survey during the campus needs assessment, it was reported:

- Most feel safe
- Most have high expectations for learning
- Most have high expectations for behavior

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The goal is for all stakeholders to feel safe and have high expectations for learning and behavior. We continue to support our diverse and growing community while building trust within the community. **Root Cause:** Diversity, lack of communication or common experiences can work against a safe and trusting relationship among stakeholders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Chisholm Trail has retained and recruited quality staff in the midst of a teacher shortage. The hard work and dedication of the campus staff to take care of colleagues and hold each other to a high standard has worked extremely well to maintain the quality of staff. This directly impacts the learning opportunities the campus is able to provide for all children.

Staff Quality, Recruitment, and Retention Strengths

This past year, Chisholm Trail had 71% teacher retention and 70% para retention. Staff have a wide variety of experiences and are dedicated to working collaboratively to increase learning outcomes for all children.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: It is a challenge to recruit and retain staff and to provide all they need to maintain the highest level of learning for all children with limited resources. **Root Cause:** Resources to support public education are limited.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district has made great strides to provide curriculum resources. These align with assessments for this school year. There is still work to be done to target specific gaps through small group instruction. The work this year includes an increase of literacy skills across the campus as guided reading strategies are adjusted and reading academy learning are implemented. The collaboration and engaging work of creating the best possible learning environment for all learners will help keep teachers present and engaged.

Curriculum, Instruction, and Assessment Strengths

The strengths highlighted on the campus needs assessment were the multiple reading and literacy components available to teachers, the high achievement on math assessments, and the decrease of the percentage of students in the urgent intervention category for reading levels by the end of the year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers have requested ongoing training during the year for newly implemented programs and resources and the addition of a hands on science resource. **Root Cause:** The district has worked hard to provide resources over the past three years and the teachers want to utilize them well.

Parent and Community Engagement

Parent and Community Engagement Summary

There is a high level of communication between home and school at Chisholm Trail. The next step is to deepen the communication to a stronger dialogue and by engaging the parents on campus. Teachers see the value in increasing parental involvement and noted a need for face to face conversation in addition to digital communication.

Parent and Community Engagement Strengths

According to data collected in School Status, communication between home and school has increased over the past three years and 2021-2022 communication was consistent throughout the year. School Status has provided a consistent form of communication for all.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parental engagement is perceived as low. **Root Cause:** Parents may not know how to be involved or may not feel needed. Some may not be available to be involved during the school day.

School Context and Organization

School Context and Organization Summary

The master schedule has given time back to teachers for testing and for consistent collaborative conversations. Two recess periods help children with behaviors in the classroom. The master schedule was built with team leaders, who got feedback from their teams. The continued work of developing the master schedule needs to address how Tribe times are scheduled.

School Context and Organization Strengths

The master schedule addresses needs of all students and is coordinated in a way that special education staff can meet the needs of their students. It also designates a time for children who need intervention support to get this support.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: While the overall schedule meets most needs, there are some needs that are a struggle to meet. **Root Cause:** We have limited time and staff.

Technology

Technology Summary

Technology at Chisholm Trail allows all learners the opportunity to produce with technology. They are using technology as tools to increase their learning. There are needs, such as newer iPads in kindergarten, compatibility among devices and software, and replacement headphones for students; however, the overall impact of technology on learning is a positive one at Chisholm Trail.

Technology Strengths

Chisholm Trail is nearly one to one and teachers are able to implement technology in ways that our learners are producers and not simply consumers of technology.

Problem Statements Identifying Technology Needs

Problem Statement 1: Although technology is not a consumable, there are upkeep needs such as updates, repairs, and extras, such as headphones, that need to be taken care of. **Root Cause:** Constant change.

Priority Problem Statements

Problem Statement 2: Teachers must have continued training, collaboration, and appropriate materials to meet the individual needs of all students in the areas of literacy and math.

Root Cause 2: Our learners change every year and we need to address the individual needs of learners while ensuring they are reaching the high standards set for them.

Problem Statement 2 Areas: Student Achievement

Problem Statement 1: Teachers have requested ongoing training during the year for newly implemented programs and resources and the addition of a hands on science resource.

Root Cause 1: The district has worked hard to provide resources over the past three years and the teachers want to utilize them well.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Parental engagement is perceived as low.

Root Cause 3: Parents may not know how to be involved or may not feel needed. Some may not be available to be involved during the school day.

Problem Statement 3 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals





Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: Provide students with the opportunity for career exploration, attainment of college credit, industry certification, and other post-secondary options while obtaining a high school diploma.

HB3 Goal

Evaluation Data Sources: Master calendar of planned and completed campus activities.

Strategy 1 Details	Formative Reviews		
Strategy 1: All children will have at least three campus/classroom visits from community helpers or other professionals such as Sanger Fire Department, dentist, etc. Strategy's Expected Result/Impact: Children will explore career opportunities. Staff Responsible for Monitoring: Principal, classroom teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: All children will participate in future career activities in the month of January. Strategy's Expected Result/Impact: Children will explore possible future careers and the skills and knowledge needed to pursue these paths.	Formative		
	Jan	Mar	May





<p>Staff Responsible for Monitoring: Principal, classroom teachers, counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>			
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: Improve the reading/ELA student performance of all student sub-groups as measured by state, district, and classroom assessments.

HB3 Goal

Evaluation Data Sources: 90% of children will show growth on the CLI, TXKEA or TPRI.





Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will continue to receive training , coaching, and feedback in reading instruction as well as weekly collaborative team conversations. Strategy's Expected Result/Impact: All Kindergarten through Second grade children will receive targeted and differentiated reading instruction one to five times weekly. Staff Responsible for Monitoring: Principals, Campus Student Interventionist, K-2nd and Special Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of Kindergarten through Second grade students identified as needing Tier 2 intervention in literacy (based on TXKEA and TPRI data) will receive targeted intervention four to five times per week. Strategy's Expected Result/Impact: 100% of Kindergarten through Second grade students identified as needing Tier 2 intervention in literacy (based on TXKEA and TPRI data) will show growth at the mid year and end of year screener. Staff Responsible for Monitoring: Principals, Campus Student Interventionist, K-2 and Special Education Teachers, Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 3: Improve the math student performance of all student and student sub-groups as measured by state, district, and classroom assessments.

HB3 Goal

Evaluation Data Sources: 80% of First through Second grade children will be "at benchmark" in math as measured by the end of year universal screener and 80% of Pre-K and Kindergarten children will be "on track" in math as measured by the end of the year CLI and TXKEA assessment.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will continue to use math learning targets. Strategy's Expected Result/Impact: Children will be able to effectively communicate the math learning expectation during each lesson. Staff Responsible for Monitoring: Principals, Pre-K-2nd and Special Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will engage in weekly collaborative conversations to plan for learning based on formative assessment data. Strategy's Expected Result/Impact: Teachers will provide effective tier one instruction. Staff Responsible for Monitoring: Principals, Pre-K-2nd and special education teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: Improve the science student performance of all students and student sub-groups as measured by state, district and classroom assessments.





Evaluation Data Sources: Lesson plans will be aligned to the Year at a Glance document in TEKS Resource System and will be the result of collaborative planning by grade level teams.

Strategy 1 Details	Formative Reviews		
Strategy 1: The TEKS Resource System will drive science curriculum and assessment provided to students. Strategy's Expected Result/Impact: Lesson plans will be aligned to the Year at a Glance document in TEKS Resource System and will be the result of collaborative planning by grade level teams. Staff Responsible for Monitoring: Teachers and principals Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: Improve the social studies student performance of all students and student sub-groups as measured by state, district and classroom assessments.

Evaluation Data Sources: Lesson plans will be aligned to the Year at a Glance document in TEKS Resource System and will be the result of collaborative planning by grade level teams.





Strategy 1 Details	Formative Reviews		
Strategy 1: The TEKS Resource System will drive social studies curriculum and assessment provided to students. Strategy's Expected Result/Impact: Lesson plans will be aligned to the Year at a Glance document in TEKS Resource System and will be the result of collaborative planning by grade level teams. Staff Responsible for Monitoring: Teachers and principals Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 6: Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk, and Gifted and Talented with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and/or improve their academic achievement.

Evaluation Data Sources: Each grade level will invite the ESL coordinator and the Gifted and Talented teacher once per semester to join the collaborative meeting and generate strategies for students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Research-based LEP and GT strategies will be presented to all teachers at a collaborative meeting. Strategy's Expected Result/Impact: 100% of teachers will implement at least one new strategy to meet the needs of LEP or GT students. Staff Responsible for Monitoring: Principals, Campus Student Interventionist, Counselor, Pre-K-2nd and Special Education Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May





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Goal 1: We will provide rigorous learning opportunities and curricula that exceed state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 7: All schools will implement strategies to support the enrollment, attendance, and success of homeless children and youth.

Evaluation Data Sources: Evidence of support of enrollment, attendance, and success of homeless children and youth.





Strategy 1 Details	Formative Reviews		
Strategy 1: Counselor will identify homeless students and provide them with school supplies and a backpack. She will also help parents locate resources that would be helpful. Strategy's Expected Result/Impact: Homeless students will be provided resources they need to be successful. Staff Responsible for Monitoring: Counselor Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May

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  Accomplished
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Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gaps.

Performance Objective 1: Base all resource allocations on thorough analysis of student performance data annually.

Evaluation Data Sources: Align funding to support student performance increases in reading, writing, and math.





Strategy 1 Details	Formative Reviews		
Strategy 1: Implement targeted intervention with students scoring below grade level on Star360 Math. Strategy's Expected Result/Impact: Identified students will receive daily targeted math intervention to fill gaps in learning. Staff Responsible for Monitoring: Principals, Campus Student Interventionist, PreK-2nd Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: A district literacy coach will be available to provide modeling, training, and coaching in literacy instruction to all teaching staff, based on need. Strategy's Expected Result/Impact: Effective tier one literacy instructional strategies will be evident in each classroom. Staff Responsible for Monitoring: Principals, PreK-2nd teachers, Campus Student Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: Provide opportunities for all students to develop character and soft-skills.

Evaluation Data Sources: Children will be provided multiple opportunities to develop character and soft-skills.

Strategy 1 Details	Formative Reviews		
Strategy 1: Character education will be presented through guidance lessons. Strategy's Expected Result/Impact: Every student will participate in the guidance lesson rotation. Staff Responsible for Monitoring: Counselor Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus expectations will be taught and modeled in each classroom and across the campus. Strategy's Expected Result/Impact: Children will be able to articulate and follow expected behavior standards and expectations as related to positive behavior intervention supports (PBIS). Staff Responsible for Monitoring: Principals, all staff Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: The counselor will meet with individuals and small groups based on need, i.e, trauma, attention issues, etc. Strategy's Expected Result/Impact: Children's social and emotional needs will be addressed appropriately. Staff Responsible for Monitoring: Counselor Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May





Strategy 4 Details	Formative Reviews		
Strategy 4: All staff will implement social contracts with their classes to build community and character. Strategy's Expected Result/Impact: Children will experience a positive and safe climate for the development of character and soft skills. Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Students in each grade level will be recognized for displaying character qualities presented in guidance lessons during morning announcements. Strategy's Expected Result/Impact: Children will develop and exhibit character traits presented. Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
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Goal 4: We will recruit, develop, and retain compassionate, effective, innovative and highly motivated staff.

Performance Objective 1: Ensure that all teaching staff are certified in the area they are teaching to meet ESSA requirements.

Evaluation Data Sources: Evidence will be documented through certification records.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide coaching to invest in staff and create a culture of learning. Strategy's Expected Result/Impact: Teachers will develop instructional effectiveness and self-efficacy. Staff Responsible for Monitoring: Principals, Campus Student Interventionist, all certified instructional staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities to enhance positive school climate for all staff. Opportunities will include: Thirsty Thursday, PTO stock the lounge, employee recognition, monthly staff appreciation, etc. Strategy's Expected Result/Impact: The positive climate will support the culture shift moving forward and will retain effective staff. Staff Responsible for Monitoring: Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide time weekly for teams to meet for PLC Tribal Talks to review their data, share their resources, and create steps to best meet their students' needs Strategy's Expected Result/Impact: Teachers will improve their practice across grade levels and better meet students' needs. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
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Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: Ensure that all district facilities are safe and maintained.

Evaluation Data Sources: Follow district protocol for security and for facility maintenance.





Strategy 1 Details	Formative Reviews		
Strategy 1: Create a safe and inviting environment for children and families by maintaining the facilities. Strategy's Expected Result/Impact: Children, families, and staff will feel safe and secure on campus. Staff Responsible for Monitoring: Principals, all staff ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>			

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: Implement programs that enhance student safety and student relationships.

Evaluation Data Sources: Documentation records will provide evidence of completion of strategies.

Strategy 1 Details	Formative Reviews		
Strategy 1: Small group counseling will be provided as needed. Strategy's Expected Result/Impact: Children will receive the extra counseling support they need. Staff Responsible for Monitoring: Counselor Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The STOPIT app will provide children and families a way to report bullying. Strategy's Expected Result/Impact: Children will have a way to report bullying situations. Staff Responsible for Monitoring: Principals Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Required safety drills will be conducted. (fire, lock down, shelter in place) Strategy's Expected Result/Impact: All staff and students will be prepared for an emergency situation. Staff Responsible for Monitoring: Principals ESF Levers: Lever 1: Strong School Leadership and Planning	Formative		
	Jan	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Red Ribbon week will be promoted. Strategy's Expected Result/Impact: Children will learn about good character and making healthy choices. Staff Responsible for Monitoring: Counselor Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: District Behavioral Interventionist will be available to support teachers and students as needed. Strategy's Expected Result/Impact: Teachers will be better equipped to work with students in need. Staff Responsible for Monitoring: Administration, Teachers Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will complete Student Risk Screening Scales as a universal screener to identify children who may need support with external or internal. After completing the screeners, teachers will meet with the counselor, district behavior interventionist and admin to develop a plan for support. Strategy's Expected Result/Impact: Children will receive individualized support to address behavior needs and increase learning. Staff Responsible for Monitoring: Teachers, counselor, District Behavior Interventionist, admin Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
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Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

Performance Objective 1: Provide opportunities that will increase parent involvement and allow them to partner in their child's education.

Evaluation Data Sources: Multiple events will be provided for involvement and input from parents will be solicited.

Strategy 1 Details	Formative Reviews		
Strategy 1: Multiple Title 1 meetings will be held to communicate with parents and invite input. Strategy's Expected Result/Impact: The school-parent compact will be revised to include parent input and feedback. Staff Responsible for Monitoring: Principals, Campus Student Interventionist, all staff Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent conferences are held in February and as requested throughout the year. Strategy's Expected Result/Impact: 100% of parents are provided the opportunity to meet with the classroom teacher one on one. Staff Responsible for Monitoring: PreK-2nd Teachers Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Parents are invited to attend multiple engagement opportunities throughout the school year. Strategy's Expected Result/Impact: 100% of parents are provided the opportunity to see evidence of their child(ren)'s learning and to engage in a learning event with their child(ren). Staff Responsible for Monitoring: Principal, all staff Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: Participate in professional development activities that will provide opportunities to become more effective and improve student performance.

Evaluation Data Sources: Documentation of these learning opportunities will be collected.

Strategy 1 Details	Formative Reviews		
Strategy 1: A literacy coach will provide instruction and coaching as requested for PreK-2 teachers. Strategy's Expected Result/Impact: There will be an increase in tier one literacy instruction that meets the needs of more students. Staff Responsible for Monitoring: Principals, Campus Student Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will be provided opportunities to determine and unpack essential standards during weekly collaborative meetings. Strategy's Expected Result/Impact: Instruction will reflect the complexity of the standards. Staff Responsible for Monitoring: Principals, Campus Student Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: All teachers will continue writing and implementing learning targets. Strategy's Expected Result/Impact: Children will know and be able to communicate the target of each lesson. Staff Responsible for Monitoring: Principals, PreK-2 teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: District will offer professional development opportunities about assessment and assessment tools. Strategy's Expected Result/Impact: Research based strategies in reading, writing, and math will be implemented in every classroom based on student data. Staff Responsible for Monitoring: Principals, classroom teachers, Campus Student Interventionist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Any new K-3 teachers and administrators will attend the TEA Reading Academies. Strategy's Expected Result/Impact: To increase student achievement in Reading Staff Responsible for Monitoring: Principal Assistant Superintendent TEA Priorities: Build a foundation of reading and math	Formative		
	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			