

**Sanger Independent School District
Chisholm Trail Elementary School
2024-2025 Campus Improvement Plan**



Board Approval Date: November 11, 2024

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, TX serving students in Pre-K and kindergarten. We currently have an enrollment of 291 students. 49% of our students are female and 51% are male. Of our 291 students, our EB population is 25% . We have 41 staff members.

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With nearly 25% of our population being EB, there is a need for communication to be provided in Spanish as well as English. **Root Cause:** Due to an increase in our Spanish population, most of these homes are speaking Spanish.

Student Achievement

Student Achievement Summary

Overall, there is evidence of learning and growth across grade levels and content areas. We have a more balanced approach to all major academic areas.

Student Achievement Strengths

The campus needs assessment found the following areas of strength:

- Growth in math (Kindergarten through Second grade) improved from BOY to EOY and in Reading from BOY to MOY
- 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 and behavior
- A variety of engaging activities

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): There is a need to actively support the emotional well-being and mental health of all students **Root Cause:** The state of the economy has made life hard for many families, our economically disadvantaged percentage is over 50%. This is causing stress for families and many students are experiencing traumas at earlier ages than before.

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 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 was able to retain the majority of our staff and we were able to increase our teaching staff with three bilingual teachers. 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 (Prioritized): Teachers have the desire for professional development to meet grade level needs. **Root Cause:** There is a lot of district PD that focuses on the needs of multiple campuses instead of focusing on each campus needs individually.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district has made great strides in providing curriculum resources. These align with assessments for this school year. There is still work to be done to target specific skills during small-group instruction in math and phonics. The work this year includes an increase in writing across the curriculum.

Curriculum, Instruction, and Assessment Strengths

The strengths highlighted on the campus needs assessment were higher-level thinking and questioning as well as the use of hands-on activities.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Students struggle to keep up with the rigor of the curriculum. **Root Cause:** More students are starting school lacking foundational skills such as focus and learning stamina.

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 in and around students growth and learning as a whole child.

Parent and Community Engagement Strengths

According to data collected in School Status, communication between home and school has increased over the past several years. Chisholm Trail has strong relationships with families and have a wide variety of events throughout the year such as PTO meetings, family nights, and music programs.

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. We have many bilingual families and there is a language and cultural barrier.

School Context and Organization

School Context and Organization Summary

The master schedule was developed with the idea that we have young learners who need extra breaks. Two recess periods help children with behaviors in the classroom. The counselor creates a guidance schedule to support students social emotional needs.

School Context and Organization Strengths

The master schedule addresses the 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. The counselor has access to resources as needs arise in working with more urgent student situations.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): There is an increase in student behavior concerns in the majority of classrooms. **Root Cause:** Students are coming to us with a lack of social emotional regulation skills and a long school day makes for tired students by the end of the day.

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

At Chisholm Trail Kindergarten classrooms share a class set of devices and every classroom has an Apple TV. 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 (Prioritized): The use of technology is increasing across the campus and when the internet goes down it often disrupts learning in multiple ways. **Root Cause:** We are rapidly growing and there is constant change and stress on our networks.

Priority Problem Statements

Problem Statement 1: With nearly 25% of our population being EB, there is a need for communication to be provided in Spanish as well as English.

Root Cause 1: Due to an increase in our Spanish population, most of these homes are speaking Spanish.

Problem Statement 1 Areas: Demographics

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 3: There is a need to actively support the emotional well-being and mental health of all students

Root Cause 3: The state of the economy has made life hard for many families, our economically disadvantaged percentage is over 50%. This is causing stress for families and many students are experiencing traumas at earlier ages than before.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Teachers have the desire for professional development to meet grade level needs.

Root Cause 4: There is a lot of district PD that focuses on the needs of multiple campuses instead of focusing on each campuses needs individually.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Students struggle to keep up with the rigor of the curriculum.

Root Cause 5: More students are starting school lacking foundational skills such as focus and learning stamina.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Parental engagement is perceived as low.

Root Cause 6: 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. We have many bilingual families and there is a language and cultural barrier.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: There is an increase in student behavior concerns in the majority of classrooms.

Root Cause 7: Students are coming to us with a lack of social emotional regulation skills and a long school day makes for tired students by the end of the day.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: The use of technology is increasing across the campus and when the internet goes down it often disrupts learning in multiple ways.

Root Cause 8: We are rapidly growing and there is constant change and stress on our networks.

Problem Statement 8 Areas: Technology

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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, knowledge of college and other post-secondary options at the elementary level.


HB3 Goal

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Children will explore career opportunities.</p> <p>Staff Responsible for Monitoring: Principal, classroom teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All children will participate in future career activities in the second semester.</p> <p>Strategy's Expected Result/Impact: Children will explore possible future careers and the skills and knowledge needed to pursue these paths.</p> <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>	Formative		
	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will continue to receive training , coaching, and feedback in reading instruction as well as weekly collaborative team conversations.</p> <p>Strategy's Expected Result/Impact: All Kindergarten children will receive targeted and differentiated reading instruction one to five times weekly.</p> <p>Staff Responsible for Monitoring: Principals, K and Special Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 100% of Kindergarten students identified as needing Tier 2 intervention in literacy (based on TXKEA will receive targeted intervention four to five times per week.</p> <p>Strategy's Expected Result/Impact: 100% of Kindergarten students identified as needing Tier 2 intervention in literacy (based on TXKEA will show growth at the mid year and end of year screener.</p> <p>Staff Responsible for Monitoring: Principals, K and Special Education Teachers,</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 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		
<p>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 and kindergarten and Special Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>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 and kindergarten and special education teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
<p>Strategy 1: The HMH into Science will drive science curriculum and assessment provided to students. Strategy's Expected Result/Impact: The alignment of skills will increase students understanding of the science TEKS. Staff Responsible for Monitoring: Teachers and principals</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: With HMH into Science students will participate in hands on investigations to help build science knowledge. Strategy's Expected Result/Impact: The hands on learning will increase their understanding of science TEKS. Staff Responsible for Monitoring: Principals, Kindergarten teachers</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Social Studies Weekly and will be the result of collaborative planning by grade level teams.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Year at a Glance from Studies weekly will drive social studies curriculum and assessment provided to students.</p> <p>Strategy's Expected Result/Impact: Lesson will be aligned to the Year at a Glance from Studies Weekly and will be the result of collaborative planning by grade level teams.</p> <p>Staff Responsible for Monitoring: Teachers and Principals</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: Research-based LEP and GT strategies will be presented to all teachers at a collaborative meeting.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will implement at least one new strategy to meet the needs of LEP or GT students.</p> <p>Staff Responsible for Monitoring: Principals, Counselor, Pre-K and kinder and Special Education Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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.</p> <p>Strategy's Expected Result/Impact: Homeless students will be provided resources they need to be successful.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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		
<p>Strategy 1: Implement targeted intervention with students scoring below grade level on Math progress monitoring. Strategy's Expected Result/Impact: Identified students will receive targeted math intervention to fill gaps in learning. Staff Responsible for Monitoring: Principals, PreK-Kindergarten Teachers</p> <p>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 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>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</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>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: Principal, all staff</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<p>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</p> <p>Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All staff will implement social contracts with their classes to build community and character.</p> <p>Strategy's Expected Result/Impact: Children will experience a positive and safe climate for the development of character and soft skills.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students in each grade level will be recognized for displaying character qualities presented in guidance lessons during morning announcements.</p> <p>Strategy's Expected Result/Impact: Children will develop and exhibit character traits presented.</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 and DOI requirements.

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


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide support 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, all certified instructional staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>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</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
<p>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</p> <p>Strategy's Expected Result/Impact: Teachers will improve their practice across grade levels and better meet students' needs.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  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 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		
<p>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</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly door sweeps of all outside doors conducted and documented by principal and assistant principal. Strategy's Expected Result/Impact: Door security, immediate repairs or adjustments for safety and security. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
			

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		
<p>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</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>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</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 3 Details	Formative Reviews		
<p>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</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Jan	Mar	May





Strategy 4 Details	Formative Reviews		
<p>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</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
<p>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</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
Strategy 6 Details	Formative Reviews		
<p>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</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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		
<p>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</p> <p>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</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent conferences are held once a year 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: PK-2nd Teachers</p> <p>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</p>	Formative		
	Jan	Mar	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parents are invited to attend multiple engagement opportunities throughout the school year.</p> <p>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).</p> <p>Staff Responsible for Monitoring: Parents, all staff</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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		
<p>Strategy 1: A literacy coach will provide instruction and coaching as requested for PreK and kindergarten 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</p> <p>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 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 2 Details	Formative Reviews		
<p>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</p> <p>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 5: Effective Instruction</p>	Formative		
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
<p>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 and kindergarten teachers</p> <p>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 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 4 Details	Formative Reviews		
<p>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</p> <p>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 5: Effective Instruction</p>	Formative		
	Jan	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Any new Kindergarten teachers and administrators will attend the TEA Reading Academies. Strategy's Expected Result/Impact: To increase student achievement in Reading Staff Responsible for Monitoring: Assistant Superintendent</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			