

Sanger Independent School District
Chisholm Trail Elementary School
2025-2026 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

At Chisholm Trail, we pride ourselves on being a diverse community of learners, where students from various backgrounds come together to enrich our educational environment. This diversity fosters a culture of inclusivity and mutual respect, allowing students to learn from one another's experiences and perspectives, which is essential in preparing them for a global society.

Demographics Strengths

Our school offers a growing bilingual program in both pre-kindergarten and kindergarten, which is designed to provide young learners with the invaluable skill of bilingualism from an early age. This program not only enhances cognitive development, but also fosters cultural awareness and sensitivity among our students. By immersing children in a bilingual environment, we are equipping them with the tools necessary to thrive in an increasingly globalized world, while also supporting their academic growth and social development. Our dedicated educators are committed to creating a nurturing and inclusive atmosphere where language learning is both engaging and effective, setting a strong foundation for future academic success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus is experiencing a growing population of bilingual and special education students. Current levels of support struggle to meet the academic needs of both populations. As a result, many students continue to struggle in the classroom, placing additional pressure on both general education and special education support staff.

Root Cause: The increase in bilingual and special education enrollment has outpaced the growth in specialized staffing, targeted instructional resources, and professional development. This has led to difficulty in providing interventions, differentiated instruction, and language support, impacting student progress and teacher workload.

Student Achievement

Student Achievement Summary

Chisholm Trail emphasizes foundational literacy, numeracy, and problem-solving skills to ensure school readiness. Instruction integrates academic, linguistic, and social-emotional development, preparing students for success in elementary education.

Student Achievement Strengths

A key strength of Chisholm Trail is the intentional use of Response to Intervention (RTI) groups to provide targeted support aligned to student needs. Through data-driven instruction, teachers are able to monitor progress and adjust strategies, resulting in consistent student growth across academic areas. Collaborative teamwork is also a cornerstone of the campus culture, with teachers and staff working together to plan curriculum, analyze student data, and share best practices. This collective approach ensures instructional alignment, supports early intervention, and strengthens the overall academic program for all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): While students are demonstrating growth through RTI interventions and collaborative planning, the data collected is not always the same across the board. This gap impacts school readiness and requires additional support to ensure long-term academic success.

Root Cause: Inconsistent data collection methods and interpretation across teams or individuals are leading to discrepancies in student progress monitoring. This inconsistency may stem from a lack of standardized tools, unclear protocols, or varying levels of training in data analysis. As a result, the full picture of student growth is obscured, impacting the ability to make informed instructional decisions.

School Culture and Climate

School Culture and Climate Summary

Chisholm Trail Elementary fosters a positive and inclusive culture where students and staff feel valued, respected, and supported. Relationships are strong, collaboration is encouraged, and high expectations are shared across the community. The climate reflects a focus on safety, engagement, and continuous improvement to ensure all students thrive academically and socially.

School Culture and Climate Strengths

Our positive school climate is built on flexibility, collaboration, respect, and a strong focus on safety. Staff and students work together in a supportive, adaptable environment where everyone feels valued and secure. These strengths create a culture of trust, teamwork, and readiness for learning.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): While the school maintains a generally positive climate, inconsistent student discipline practices and struggling parent involvement are affecting student behavior and home-school communication. This gap hinders efforts to build a fully supportive and collaborative environment for student success.

Root Cause: The root cause stems from inconsistent schoolwide behavior expectations and limited opportunities for meaningful parent engagement. This leads to mixed messages for students and reduced collaboration with families, impacting the overall school climate and student support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Chisholm Trail is proud to have a team of highly qualified educators who bring expertise, dedication, and a strong commitment to student success. High staff retention reflects a positive work environment, strong leadership, and a shared culture of collaboration and professional growth. This stability supports consistent instruction and fosters strong relationships across the school community.

Staff Quality, Recruitment, and Retention Strengths

Chisholm Trail benefits from a dedicated team of highly qualified educators who bring a depth of knowledge and passion to their work. Low staff turnover contributes to a stable, supportive learning environment where strong relationships and instructional continuity thrive. In addition, effective recruitment practices allow us to attract talented professionals who align with our school's values and goals, further strengthening our capacity to meet the diverse needs of our students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: As student needs continue to evolve, the school faces challenges in proactively recruiting, retaining, and developing a diverse pool of highly qualified staff. Without a strategic approach to workforce planning, the campus may struggle to sustain instructional quality and meet future demands.

Root Cause: The root cause stems from a lack of long-term staffing strategies and limited recruitment outreach, making it difficult to attract and retain highly qualified staff. Without strong support for professional growth, sustaining a stable and effective workforce to meet future needs remains a challenge.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Chisholm Trail implements a standards-based curriculum aligned with district and state expectations, ensuring consistency and rigor across grade levels. Instruction is student-centered, with a focus on engagement, differentiation, and data-driven practices to meet diverse learning needs. Ongoing assessment guides instructional decisions, supports intervention planning, and drives continuous improvement in student achievement.

Curriculum, Instruction, and Assessment Strengths

Chisholm Trail demonstrates strong instructional capacity through highly effective teachers who deliver aligned, standards-based lessons with consistency and purpose. Instruction is intentional and responsive, supported by collaborative planning and a clear focus on student learning goals. Assessment data shows measurable growth, with student performance improving from beginning-of-year to middle-of-year benchmarks—highlighting the impact of targeted instruction and data-driven decision-making.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Although instructional practices and student growth have shown strength across the campus, the implementation of the new curriculum presents challenges for bilingual and English speaking students. Inconsistencies between required curriculum assessments and classroom instruction create gaps in alignment, making it difficult to ensure learners are fully supported and accurately assessed.

Root Cause: The root cause lies in misalignment between the new curriculum and assessments, along with limited support for differentiating instruction for bilingual students. This makes it difficult to accurately measure progress and fully meet their academic and language development needs.

Family and Community Engagement

Family and Community Engagement Summary

Chisholm Trail values strong partnerships with families and the community as essential to student success. We foster open communication, offer inclusive events, and create opportunities for families to engage in their children's learning. Community partnerships further enhance student experiences by providing support, resources, and enrichment. Ongoing efforts focus on building trust, increasing participation, and ensuring every family feels welcome and empowered.

Family and Community Engagement Strengths

Chisholm Trail is committed to building strong, supportive connections with families, particularly those from low-income backgrounds. We prioritize creating a safe and welcoming environment where all students feel valued and supported. Through intentional outreach and inclusive practices, we foster meaningful relationships with families, ensuring they feel connected to their child's education. These efforts help strengthen trust, increase engagement, and create a sense of belonging across our school community.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): While the campus strives to support all families and maintain a safe, welcoming environment for students, gaps in communication with bilingual families and limited overall family engagement hinder efforts to build strong home-school partnerships. These challenges impact the consistency of support for students both at home and at school.

Root Cause: The root cause is limited access to clear, culturally responsive communication for bilingual families and a lack of engagement opportunities that fit diverse needs. This hinders consistent family involvement and weakens home-school connections that support student success.

School Organization

School Organization Summary

Chisholm Trail serves a diverse student population and is organized to support academic achievement, social-emotional development, and equitable access to resources. With a focus on collaboration, data-driven decision-making, and inclusive practices, leadership and staff work together to create a structured yet flexible learning environment. Systems are in place to support instruction, interventions, and continuous improvement, aligning staff efforts with campus goals and student needs.

School Organization Strengths

Chisholm Trail fosters a welcoming and supportive environment where parents feel comfortable communicating with staff. Positive relationships between families and educators contribute to a productive school culture built on trust and respect. Parents consistently agree that high expectations are set by teachers for all students for academic success. This collaborative foundation strengthens our school's organization and promotes a unified approach to student achievement.

Problem Statements Identifying School Organization Needs

Problem Statement 1: While parents feel welcomed and trust that teachers hold high expectations for students, there is a need for more diverse and consistent opportunities for parent involvement. Additionally, challenges in managing severe student behaviors are impacting the overall learning environment and limiting staff capacity to maintain a consistent focus on instruction and engagement.

Root Cause: The root cause lies in limited structures for meaningful parent involvement and struggling support for managing severe behaviors. While relationships are strong, a lack of engagement opportunities and behavior intervention resources impacts family partnerships and the overall learning environment.

Technology

Technology Summary

Chisholm Trail integrates technology to enhance teaching, learning, and communication. Classrooms are equipped with digital tools that support interactive instruction and student engagement. Teachers utilize data platforms and learning management systems to track progress and personalize learning. Ongoing training and support ensure staff can effectively incorporate technology, while students develop essential digital skills for academic success and future readiness.

Technology Strengths

Technology plays a meaningful role in instruction across our campus, with integration evident in all content areas. Most teachers report that technology positively impacts student engagement and supports effective teaching practices. Digital tools are used to enhance learning, provide access to resources, and support differentiated instruction. This consistent use of technology reflects our campus commitment to preparing students with the skills needed for success in a digital world.

Problem Statements Identifying Technology Needs

Problem Statement 1: Although technology is integrated across content areas and teachers see its positive impact, there is a need to increase staff familiarity with advanced digital tools and expand opportunities for students to use technology creatively. Without targeted support, the full potential of technology to enhance instruction and student innovation may not be fully realized.

Root Cause: The root cause lies in limited professional development focused on innovative technology integration and a lack of structured opportunities for students to engage in creative, project-based technology use. While basic tools are used consistently, staff may not feel fully confident exploring advanced features or guiding students in higher-level digital learning experiences. This limits the depth an

Priority Problem Statements

Problem Statement 1: While students are demonstrating growth through RTI interventions and collaborative planning, the data collected is not always the same across the board. This gap impacts school readiness and requires additional support to ensure long-term academic success.

Root Cause 1: Inconsistent data collection methods and interpretation across teams or individuals are leading to discrepancies in student progress monitoring. This inconsistency may stem from a lack of standardized tools, unclear protocols, or varying levels of training in data analysis. As a result, the full picture of student growth is obscured, impacting the ability to make informed instructional decisions.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: While the school maintains a generally positive climate, inconsistent student discipline practices and struggling parent involvement are affecting student behavior and home-school communication. This gap hinders efforts to build a fully supportive and collaborative environment for student success.

Root Cause 2: The root cause stems from inconsistent schoolwide behavior expectations and limited opportunities for meaningful parent engagement. This leads to mixed messages for students and reduced collaboration with families, impacting the overall school climate and student support.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: While the campus strives to support all families and maintain a safe, welcoming environment for students, gaps in communication with bilingual families and limited overall family engagement hinder efforts to build strong home-school partnerships. These challenges impact the consistency of support for students both at home and at school.

Root Cause 3: The root cause is limited access to clear, culturally responsive communication for bilingual families and a lack of engagement opportunities that fit diverse needs. This hinders consistent family involvement and weakens home-school connections that support student success.

Problem Statement 3 Areas: Family 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- 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
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

Goals

Goal 1: Chisholm Trail Pre-K and Kindergarten students will improve their early reading skills, including letter recognition, phonemic awareness, and beginning sound fluency.

Performance Objective 1: By May 2026 At least 80% of Pre-K and Kindergarten students including bilingual and special education students will demonstrate a 15% increase in their letter recognition and phonemic awareness scores, as measured from beginning-of-the year to end-of-year assessments

High Priority

HB3 Goal

Evaluation Data Sources: BOY and EOY CIRCLE and TX KEA data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement daily use of Three Cheers for Prek and HMH activities and small-group supports for bilingual and special education students.</p> <p>Strategy's Expected Result/Impact: Growth in the area of literacy</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, Interventionists, SPED & Bilingual Support Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Integrate Phonemic Awareness using Heggerty and Foundations daily with a focus on rhyming, sound blending, and segmenting activities with visual and kinesthetic supports in all classrooms including the bilingual and special ed classroom.</p> <p>Strategy's Expected Result/Impact: An increase in phonemic awareness</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, SPED & Bilingual Support Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strengthen Home-School Literacy Partnerships using CLI's workshops/videos, and ongoing family communication in preferred languages.</p> <p>Strategy's Expected Result/Impact: Increase in phonemic awareness</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, SPED & Bilingual Support Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Chisholm Trail Pre-K and Kindergarten students will improve their math skills in number recognition, basic shapes, and understanding of quantity as well as addition and subtraction, as measured by the CIRCLE Assessment and TX KEA.

Performance Objective 1: By May 2026 At least 80% of Pre-K and Kindergarten students including bilingual and special education students will demonstrate a 15% increase in their number recognition, basic shapes, and understanding of quantity as well as addition and subtraction, as measured from beginning-of-the year to end-of-year assessments.

High Priority

HB3 Goal

Evaluation Data Sources: BOY and EOY CIRCLE and TX KEA data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement daily use of Bluebonnet Math and SAVVAS prek math using manipulatives and engagement concepts with scaffolds for bilingual and special education students.</p> <p>Strategy's Expected Result/Impact: Increase math knowledge concepts</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers, SPED & Bilingual Support Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will have weekly PLCs focused on unpacking Bluebonnet and SAVVAS lesson plans, reviewing pacing guides, and analyzing student data from embedded assessments.</p> <p>Strategy's Expected Result/Impact: increase in math concept knowledge</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, Math coaches SPED & Bilingual Support Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strengthen Family Engagement Using Texas Bluebonnet Math Home Connections and CLI or SAVVAS home connections-Send home family information in appropriate languages, math games, and practice sheets to reinforce skills. Host "Family Math Nights" to model activities and explain strategies.</p> <p>Strategy's Expected Result/Impact: Increased family engagement and increase math competency</p> <p>Staff Responsible for Monitoring: Principals, Classroom Teachers,, Bilingual Support Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Chisholm Trail will foster a healthy school environment by promoting balanced nutrition, daily physical activities and lifelong wellness habits. Our campus will provide equitable access to nutritious meals, quality physical education and help all families make informed health conscious choices for healthy lifestyles.

Performance Objective 1: By May 2026 Chisholm Trail will integrate at least 60 minutes of physical activity daily through physical education, recess and active learning opportunities. Additionally, 50% of families will participate in our annual snack challenge, and 30% of those parents will report making informed health-conscious choices for their families, as measured by post-workshop surveys.

High Priority

HB3 Goal

Evaluation Data Sources: Master schedule, KTK snack challenge data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CTE will embed structured and active learning opportunities throughout the day - Along with PE and Recess teachers will integrate active learning breaks using movement-based academic activities; adapt activities for special needs and bilingual students.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of a healthy lifestyle</p> <p>Staff Responsible for Monitoring: PE Teachers, Classroom Teachers, SPED Staff,</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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> <p>- Targeted Support Strategy</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Launch the Annual Family Snack Challenge with Bilingual, Accessible Resources - Provide families kits with healthy recipes, grocery lists, and videos; host kickoff event with nutrition sampling; incentivize participation with certificates and class recognition.</p> <p>Strategy's Expected Result/Impact: Increased participation in healthy snack challenge</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers, School Nurse, Bilingual Support Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</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> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Chisholm Trail will continue implementation of "StopIt", an anonymous reporting system for students to report unsafe or uncomfortable incidents including bullying.</p> <p>Strategy's Expected Result/Impact: Decrease bullying</p> <p>Staff Responsible for Monitoring: Counselor, Campus Administration</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</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		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Chisholm Trail will conduct threat and/or suicide assessments to ensure the safety and security of staff and students.</p> <p>Strategy's Expected Result/Impact: Increased campus safety</p> <p>Staff Responsible for Monitoring: Principal, Threat assessment team, SRO, counselor</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Chisholm Trail will implement a campus-wide PBIS plan.</p> <p>Strategy's Expected Result/Impact: Decrease in severe behavior</p> <p>Staff Responsible for Monitoring: Counselor, Campus Administration</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</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		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Chisholm Trail will increase parent engagement in family nights, regular communication, and volunteer opportunities.

Performance Objective 1: Chisholm Trail will increase parent involvement by 20%, providing at least 4 opportunities for parents to engage with teachers and administrators through workshops, conferences, and school events. At least 75% of parents will participate in one or more of these opportunities, and 80% of parents will report feeling more connected to their child's education and success, as measured by surveys and event attendance records.

High Priority

HB3 Goal

Evaluation Data Sources: Sign in sheets, surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host Quarterly Family Engagement Events such as literacy/math nights, cultural celebrations, STEM fair scheduled at varied times to maximize accessibility.</p> <p>Strategy's Expected Result/Impact: Increase family engagement</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Parent Liaison, Bilingual Support Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</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		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strengthen Communication Channels Between Home and School - Use school app, text alerts, email, newsletters, and social media to promote events and share student successes; ensure all communication is bilingual and culturally relevant.</p> <p>Strategy's Expected Result/Impact: Increase family engagement</p> <p>Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Parent Liaison, Bilingual Support Staff</p> <p>Title I: 2.51, 2.52, 2.53, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</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		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement Parent Partnership Workshops and Conferences - Host interactive workshops on academics, curriculum, and social-emotional learning.</p> <p>Strategy's Expected Result/Impact: Increase family to student engagement</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administration, Parent Liaison, Counselor</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</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		
	Nov	Feb	May
			