

Sanger Independent School District



Chisholm Trail Elementary School

Accountability Rating: B

2026-2027 Campus Improvement Plan

Board Approval Date:
September 14, 2026

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

Summary

Our current campus enrollment is 298 students. Campus data indicate a need to strengthen academic and linguistic supports for bilingual students. We currently have 21.81% EB students and 25.83% at risk campus wide. With 73% of identified at-risk students served in bilingual classrooms, the campus should prioritize bilingual staffing, resources, and targeted interventions to address language gaps and improve student attendance and academic outcomes. As a campus our economically disadvantage percentages are relatively low at 21%. However when we look at those students scores we see an increased need for support in a variety of academic areas.

Strengths

The campus has an established bilingual program supported by multiple bilingual-certified teachers and bilingual staff members. This existing staffing structure provides a strong foundation for delivering language-rich instruction and targeted academic support to the campus's emergent bilingual population.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Emergent bilingual students are disproportionately represented within the campus's at-risk population.	Current bilingual staffing and instructional supports struggle to meet the academic and language-development needs of all emergent bilingual students.

★ = Priority

Student Achievement

Summary

The campus has established strong practices for collecting and monitoring student data throughout the year. Staff recognize the importance of using data to identify student needs and measure growth. The next step is to strengthen communication and establish consistent expectations for how teams analyze data, respond to identified needs, implement supports, and monitor student progress.

Strengths

The campus consistently collects and tracks student data throughout the school year. Teachers use this information to monitor student growth, identify individual needs, and determine whether students are making appropriate academic progress.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Student data are consistently collected and monitored; however, expectations for how teams use and respond to the data are not consistently communicated or implemented across the campus.	The campus lacks a clearly defined and consistently communicated process outlining expectations for data analysis, instructional response, intervention, and progress monitoring.

★ = Priority

School Culture and Climate

Summary

The campus has a strong foundation of safety, structure, high expectations, and positive relationships. Students and staff feel physically safe, classroom routines are established, and families believe their children are supported. However, the campus has an opportunity to strengthen its positive climate by developing a consistent schoolwide behavior framework that establishes common expectations, language, reinforcement, and responses across all settings.

Strengths

The campus provides a safe, structured, and supportive learning environment. Building access is controlled, safety procedures and emergency drills are practiced, and an officer helps monitor the campus. Students, staff, and parents report feeling physically safe.

The campus also has high expectations for academics and behavior, clear routines and procedures, and positive relationships among students, staff, and families. Parents report that their children feel supported at school.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Behavior expectations and classroom management practices are established; however, there is not a fully unified schoolwide system for consistently teaching, reinforcing, and responding to student behavior across all campus settings.	Behavior supports and expectations are implemented primarily at the classroom level, resulting in variations in practices, language, reinforcement, and responses across the campus.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

The campus benefits from a highly qualified, diverse, and experienced staff, as demonstrated by strong retention and low turnover rates. Overall staff attendance is positive; however, occasional absences related to personal and family needs can impact instructional consistency and campus operations. Maintaining strong staff retention while supporting consistent attendance will remain a campus priority.

Strengths

The campus has a **highly qualified and diverse staff with strong retention and low turnover rates**. Staff certification data, TAPR data, and attendance records support the finding that the campus has an experienced and stable workforce. The committee also noted that overall staff satisfaction appears strong, which contributes to retention.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Staff absenteeism can create disruptions to instructional consistency and campus operations, despite the campus having an overall stable and highly qualified workforce.	Staff attendance is periodically impacted by personal and family-related circumstances, resulting in occasional disruptions to instructional and operational continuity.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

The campus has a strong curriculum and collaborative instructional practices that are supporting student academic progress. Teachers are beginning to connect assessment results with curriculum and instruction to determine student needs. Moving forward, the campus should strengthen its use of multiple sources of student data across all student populations to identify learning gaps, monitor individual growth, and provide targeted instruction and interventions.

Strengths

The campus has a collaborative and supportive staff that communicates when student needs arise and works together to support teachers and students. Teachers are making connections between assessment data and curriculum to guide instruction and promote academic growth.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs	
Problem Statement	Root Cause
1 Student data are being utilized to guide instruction; however, data analysis is not consistently comprehensive across all students and student groups.	Current data-analysis practices tend to focus on specific student populations or assessment measures rather than consistently examining multiple data sources for every student to identify individual strengths, needs, and growth.

★ = Priority

Family and Community Engagement

Summary

The campus has positive relationships with families and has successfully created opportunities that bring families onto campus. However, there is a need to move beyond participation in social events toward meaningful academic partnerships with families. As the campus population grows and becomes increasingly diverse, communication and engagement strategies should continue to evolve to ensure all families feel welcomed, informed, and equipped to support their child's learning. The campus also needs stronger methods for collecting participation and feedback data to measure the effectiveness of family engagement activities.

Strengths

The campus has established communication systems and regularly reaches out to families. Families report feeling that their children are supported, and parents show strong interest in participating in social and community-building events, such as parties, field day, and family events. The campus has also begun responding to changing demographics through bilingual communication, bilingual programming, and celebrations of cultural diversity.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Family participation in academically focused activities and decision-making opportunities is lower than participation in social and campus-wide events, and fewer than half of surveyed families reported feeling welcomed as partners in their child's education.	The campus has provided multiple opportunities for family involvement; however, engagement efforts have been more successful at promoting attendance at campus events than intentionally building families' capacity and opportunities to serve as partners in their child's academic learning.

 = Priority

School Organization

Summary

The campus benefits from approachable leadership and regular opportunities for staff to communicate with administrators. However, communication could be strengthened by ensuring important information is shared consistently, with all appropriate stakeholders, and with adequate advance notice. Improving communication may also support increased student and family involvement in campus activities and initiatives.

Strengths

Campus administration is viewed as approachable, accessible, and supportive. Day-to-day interactions and weekly check-ins provide opportunities for staff to communicate directly with campus leadership.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Campus communication is not always provided consistently or with sufficient advance notice to ensure that all stakeholders receive the information needed to effectively plan, participate, and respond.	The campus does not have a consistently implemented communication process that clearly defines how, when, and with whom important information should be shared.

 = Priority

Technology

Summary

The campus has access to technology, and teachers are currently using it to support instruction, particularly in ELA and to guide teaching. However, technology use varies across classrooms and is not consistently integrated into daily instruction. The campus should focus on increasing the frequency, consistency, and effectiveness of technology use across all classrooms and content areas. Providing teachers with continued support, training, and opportunities to incorporate technology into instruction will help ensure that all students benefit from meaningful technology-enhanced learning experiences.

Strengths

The campus has access to technology, and teachers are already incorporating technology into classroom instruction. Technology is being used particularly in ELA and as a tool to guide and support teaching.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Technology is available and utilized on the campus; however, its integration into daily instruction is inconsistent across classrooms and content areas.	Teachers have varying levels of comfort, experience, and knowledge regarding how to effectively integrate available technology into instruction.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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)
- ☒ 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
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results

- ☒ Observation Survey results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Intervention 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/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ 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
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)

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
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1

Chisholm Trail Pre-K and Kindergarten students will demonstrate measurable growth in early literacy skills through high-quality core instruction, targeted interventions, consistent data analysis, and differentiated supports for all student populations, including emergent bilingual and special education students.

Performance Objective 1 High Priority HB3 Goal

By May 2027, at least 85% of Pre-K and Kindergarten students, including emergent bilingual and special education students, will meet or exceed expected growth in early literacy skills as measured by BOY-to-EOY CIRCLE and TX-KEA data.

Evaluation Data Source: BOY and EOY Circle and TX KEA Data

Strategy 1

Teachers and administrators will participate in designated ELA/SLA PLCs on a rotating schedule with math PLCs. Teams will analyze assessment data, identify skill breakdowns, and collaboratively plan explicit phonics and phonemic-awareness instruction.

Strategy's Expected Result/Impact: Growth in literacy

Staff Responsible for Monitoring: Principals, classroom teachers, sped and bilingual support staff.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

February

May

Strategy 2

Teachers will provide explicit opportunities for students to apply foundational phonics skills through decoding, encoding, blending, segmenting, and connected reading and writing activities during core instruction and small groups.

Strategy's Expected Result/Impact: Students will demonstrate stronger transfer from isolated foundational skills to authentic reading and writing tasks.

Staff Responsible for Monitoring: Principals, classroom teachers, sped and bilingual support staff.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Teachers will use student data to provide differentiated language and literacy supports for emergent bilingual students, including visuals, oral language development, explicit vocabulary instruction, modeling, and small-group intervention in the appropriate language of instruction.

Strategy's Expected Result/Impact: Reduction of language-related learning gaps and increased literacy growth among emergent bilingual students.

Staff Responsible for Monitoring: Principals, bilingual teachers, sped and bilingual support staff.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Campus teams will dedicate specific PLC time to identifying students requiring intensive intervention in RLA/SLA, developing targeted intervention plans and lessons, aligning appropriate resources, and reviewing progress-monitoring data to determine student response to intervention.

Strategy's Expected Result/Impact: Students requiring intensive support will receive timely, consistent, skill-specific intervention, reducing persistent achievement gaps.

Staff Responsible for Monitoring: Principals, teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal 2

Chisholm Trail Pre-K and Kindergarten students will demonstrate measurable growth in foundational mathematics skills through high-quality instruction, purposeful use of student data, targeted interventions, and consistent implementation of curriculum.

Performance Objective 1 High Priority HB3 Goal

By May 2027, at least 85% of Pre-K and Kindergarten students, including emergent bilingual and special education students, will meet or exceed expected growth in foundational mathematics skills as measured by CIRCLE and TX-KEA assessments.

Evaluation Data Source: BOY and EOY Circle and TX KEA Data

Strategy 1

Teachers will embed brief, explicit number-formation activities into daily math fluency routines, providing students with repeated opportunities to correctly form, identify, and represent numerals.

Strategy's Expected Result/Impact: Improved accuracy and automaticity in number formation and increased foundational number sense.

Staff Responsible for Monitoring: Principals, teachers, sped support staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

During designated math PLCs, teams will analyze student assessment data, identify specific mathematical skill gaps, and collaboratively plan targeted instructional responses using the adopted curriculum and supplemental supports.

Strategy's Expected Result/Impact: Instruction will more closely align with identified student needs, resulting in increased mathematics achievement.

Staff Responsible for Monitoring: Principals, teachers, sped support staff

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Campus teams will dedicate specific PLC time to identifying students requiring intensive Math intervention, developing targeted intervention plans and lessons, aligning appropriate resources, and reviewing progress-monitoring data to determine student response to intervention.

Strategy's Expected Result/Impact: Students requiring intensive support will receive timely, consistent, skill-specific intervention, reducing persistent achievement gaps.

Staff Responsible for Monitoring: Principals, teachers,

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal 3

Chisholm Trail will maintain a safe, supportive, and positive school environment through consistent campus-wide expectations, proactive behavior supports, effective communication, and strong relationships among students, staff, and families.

Performance Objective 1 **High Priority** **HB3 Goal**

By May 2027, Chisholm Trail will implement a data-driven, coordinated campus wide behavior and wellness framework in 100% of classrooms and common areas, integrating consistent behavioral expectations, physical activity, nutrition education, attendance supports, and health monitoring, with at least 90% of staff reporting clarity regarding campus expectations and procedures.

Evaluation Data Source: Master Schedule, SWIS data, Surveys, Snack Challenge

Strategy 1

CTE will embed structured and active learning opportunities throughout the day - Along with PE and Recess teacher will integrate active learning breaks using movement based academic activities adapt activities for special needs and bilingual students

Strategy's Expected Result/Impact: Students will have a better understanding of a healthy lifestyle.

Staff Responsible for Monitoring: PE Teachers, Classroom Teacher, Sped staff

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Launch the healthy snack challenge with bilingual, accessible resources, provide families with healthy recipes, grocery lists, and videos; host kickoff event with nutrition sampling; incentivize participation with certificates and class recognition.

Strategy's Expected Result/Impact: Increased participation in healthy snack challenge

Staff Responsible for Monitoring: Principal, PE teacher, school nurse, bilingual support staff

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Chisholm Trail will continue to implementation of "StopIt", an anonymous reporting system for students to report unsafe or uncomfortable incidents including bullying.

Strategy's Expected Result/Impact: Decrease bullying

Staff Responsible for Monitoring: Counselor, Campus administration

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 4

Chisholm Trail will conduct threat and/or suicide assessments to ensure the safety and security of staff and students.

Strategy's Expected Result/Impact: Increased campus safety

Staff Responsible for Monitoring: Principal, threat assessment team, SRO, counselor

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 5

Chisholm Trail will implement a data-driven, coordinated campus wide behavior framework that establishes consistent positive behavior expectations across classrooms and common areas.

Strategy's Expected Result/Impact: Decrease in severe behavior

Staff Responsible for Monitoring: Counselor, Campus Administration, teachers

Title I: 2.5.1, 2.5.2, 2.5.3
ESF Levers: Lever 3: Positive School Culture
Formative Reviews

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Goal 4

Chisholm Trail will strengthen meaningful partnerships with families by increasing opportunities for families to actively participate in their child's academic learning, maintaining accessible and culturally responsive communication, and building families' capacity to support learning at home.

Performance Objective 1

By May 2027, Chisholm Trail will provide at least two academically focused family engagement opportunities, increase participation in academic partnership activities by 20%, and increase the percentage of families reporting that they feel welcomed as partners in their child's education to 75% or greater, as measured through attendance records and parent surveys.

Evaluation Data Source: Sign in Sheets, surveys

Strategy 1

Chisholm Trail will provide family learning opportunities focused on literacy, mathematics, curriculum, and student development that model practical strategies families can use to support learning at home.

Strategy's Expected Result/Impact: Increased family participation as academic partners and greater family understanding of how to support student learning.

Staff Responsible for Monitoring: Principals, counselors

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

The campus will establish consistent expectations for communicating important academic information, student progress, campus events, and family engagement opportunities with sufficient advance notice and in families' preferred languages.

Strategy's Expected Result/Impact: Families will report increased access to information and a stronger sense of partnership with the campus.

Staff Responsible for Monitoring: Principals, teachers,

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November **February** **May**

Strategy 3

Teachers will provide families with understandable information regarding student progress and specific ways to reinforce identified skills at home through conferences, progress reports, family resources, and academic events.

Strategy's Expected Result/Impact: Families will have increased knowledge of their child's academic strengths and needs and greater capacity to support continued growth.

Staff Responsible for Monitoring: Teachers and principals

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November **February** **May**