Eagle Mountain-Saginaw Independent School District

Chisholm Ridge Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Wrangler pride is working together to reach our goals in learning and life.

Vision

Empowering all learners to achieve personal excellence in an ever-changing world.

Core Beliefs

We will maintain an environment of high expectations for students and teachers.

We will use mistakes as a learning opportunity.

We will maintain a positive learning environment and celebrate victories.

We will incorporate relevant technology into our lessons.

We will be present, mindful, and supportive of one another.

We will share best teaching practices campus-wide.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographics of Chisholm Ridge Elementary continue to change as our neighborhood changes. Every teacher on our campus is highly qualified and ESL certified. Understanding the cultural and language needs of our EL population continues to be a struggle. We work closely with the district ESL Specialist, who meets weekly with grade levels with high EL populations. Establishing strong relationships with families will go a long way to making headway with each of our populations. Our mobility rate continues to rise as we add new tenants from Western Center and Section 8 housing. Mixing middle-income families and low income families can be problematic when fundraisers, overnight camps, and parties come under discussion. 59.9% of students at Chisholm Ridge Elementary receive free breakfast and lunch.

Demographics Strengths

The District ESL Specialist has been instrumental in helping identify the needs of our EL students. Not only has she provided EL strategies, but she gets to know each of the students and ensures that every student that qualifies receives summer school. She provides training opportunities for teachers, and instructional resources specific to the students. The Restorative Practices and STOIC Model that were introduced last year continue to spread throughout the school. Implementing the Positive Action lessons throughout each classroom positively affect attitudes and will improve the cultural and emotional well being of the campus.

School Processes & Programs

School Processes & Programs Summary

PBIS and Positive Action lessons drive character and behavior education. The counselor supports students through guidance lessons, small group counseling sessions, and individual student conferences. Each classroom leads a restorative circle each morning.

100% of campus personnel are trained in the Safety Response Protocol and the compliance directives including: bully prevention, suicide awareness/ prevention, child abuse, sexual harassment, blood borne pathogens, food allergies and Project Adam.

Vertical teams meet once a month to review BOY, MOY, and EOY data as well as evaluate progress to CIP goals. All staff members participate in communities to support our school programs and provide outreach to the community.

Grade Level PLC meetings occur every Tuesday, either after school or during planning time. Their focus is on answering the Four Big Questions of PLC. Minutes, data analysis, rubrics, formative assessments, and flex grouping plans are housed in our Microsoft Teams Drive for reference and collaboration purposes.

Perceptions

Perceptions Summary

School and community events are publicized through the campus website, Facebook, school marquee, emails, and classroom newsletters and Facebook pages.

The PTA coordinates several parent learning nights and social nights to facilitate neighborhood relationships with school staff. Supporting students at home is achieved through parent/student learning videos, Academic Carnival, and regular communication through emails, phone calls, and face to face parent conferences.

Opportunities for parental involvement are provided through PTA, library assistance, Room Parents, and school-wide activities. Chisholm Ridge Teachers hold Wrangler University every nine-weeks to provide support for parents and families to support the home-school connection.

A Parent Resource/ PTA room is provided to assist families with technology needs and community resources.

Perceptions Strengths

Meet the Teacher Night, Fall Festival, Math and Science Night and the Wrangler University are all highly attended by parents and community. Parents also attend student performances. The PTA board actively serves the CRES students and teachers. Mentoring programs, coordinated by our school counselor, in conjunction with local churches, serve the needs of identified students. Junior Achievement volunteers support classroom teachers to work in classrooms throughout all grade levels.

Parent Communication is a strength as evidenced by the number of views on the SMORE parent newsletter, email responses, REMIND, Class DOJO views, and closed Facebook pages. The website, Facebook page, newsletter, and the school marquee keep parents informed.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 1: 100% of students will demonstrate academic growth during the 2024-25 school year.

Evaluation Data Sources: include but not limited to:
NWEA MAP content areas, mCLASS, DCAs, interim benchmarks, STAAR, STAAR ALT 2, TELPAS, and IEP progress.

Summative Evaluation: Met Objective

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 2: By the end of the 2024-2025 school year, 85% of Kindergarten-2nd grade students will achieve their grade level end of the year proficiency target on the mClass assessment in reading.

High Priority

Evaluation Data Sources: Intervention progress monitoring in mClass, mClass benchmark assessments.

Strategy 1 Details	Reviews			
Strategy 1: All K-2 students will use systematic, targeted mClass Interventions and progress monitoring during Tier II intervention with fidelity. All K-2 teachers will use progress monitoring time to conference with students about their goals using mClass goal setting sheets directly after progress monitoring and chart in data folders.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Special Education Staff, Instructional Coaches, Interventionists, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: All K-2 teachers will implement Heggerty and word study with fidelity to incorporate the sound wall.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Staff - 211 - Title 1, Part A - $50,000				

Strategy 3 Details	Reviews			
Strategy 3: All K-2 teachers will meet with every student in a guided reading group once a week during Reader's Workshop and meet independent reading times to build stamina in each student.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: An increase in student progress and achievement from various data resource: progress monitoring, formative assessments, summative assessments, and anecdotal records. **Staff Responsible for Monitoring:** Classroom Teachers, Special Education Teachers, Interventionists. **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
Strategy 4: All students will engage in meaningful written responses and conference with the teacher about their writing.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

0% No Progress　　100% Accomplished　　→ Continue/Modify　　✕ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 3: REMOVE By the end of the 2024-2025 school year, 80% of Kindergarten-2nd Grade students will achieve their grade level End of Year Proficiency target on the mCLASS assessment.

High Priority

Evaluation Data Sources: BAS Assessment Data, mCLASS data, classroom assessments and District Common Assessment Data

Strategy 1 Details	Reviews			
Strategy 1: Pre-Kindergarten-2nd Grade classroom teachers will use the backwards design planning and incorporate the balanced literacy plan.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Daily instruction will be guided by Priority TEKS and all components of a balanced literacy program. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: All K-2 student will use targeted mCLASS interventions during small group instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will use data to identify and teach targeted skills using high-leverage strategies that will increase student learning outcomes using mCLASS interventions.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Interventionists, Special Education Teachers, Instructional Coaches, Tutors **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Tutors - 199 - State Compensatory Ed - $5,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 4: By the end of the 2024-2025 school year, 50% or more 3rd-5th grade students will meet or exceed MEETS STANDARD on the 2025 Math, Reading, and Science STAAR.

High Priority

Evaluation Data Sources: STAAR Interims, District Common Assessments, Campus Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: 3rd-5th Grade classroom teachers will use the backwards design planning model to improve Tier 1 instruction aligned to the Texas Essential Knowledge and Skills.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 3rd-5th will show progress from beginning of year or pre-test data to end of the year or post test data in interims, common assessments, and state interim assessments. **Staff Responsible for Monitoring:** Classroom Teachers, Special Education Teachers, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Classroom Teachers will progress monitor students using district assessment systems (Fountas and Pinnell Benchmark Assessment System, Footprints, and Heggerty, district assessments) to monitor student achievement and plan for reteach opportunities.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will make progress during each progress monitoring check. Teachers will create flexible groups after assessments to provide appropriate intervention or enrichment for students. **Staff Responsible for Monitoring:** Classroom teachers, interventionists, instructional coaches, tutors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Tutors - 199 - State Compensatory Ed - $5,000				

Strategy 3 Details	Reviews			
Strategy 3: All students will engage in meaningful written responses across all content areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will develop authentic written responses in all content areas. Students in grades 2-5 will type responses using word processing tools. Students will self-assess using a writing response rubric.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Interventionists, Instructional Coaches **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 5: 100% of students will participate in Social Emotional Learning activities that focus on addressing individual social and emotional learning and growth.

    Evaluation Data Sources: xSEL Data, PBIS Data, Discipline Records (Referrals), Counselor Feedback, Teacher Feedback, Parent Feedback

Strategy 1 Details	Reviews			
Strategy 1: Counselor will implement SEL practices and activities adapted from the SEL CASEL Practice Playbook.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will utilize necessary skills to understand and manage their emotions, set positive goals and make responsible decisions.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselor, Success Academy Coach, Classroom Teachers, Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: Counselor will use xSEL data and staff/parent feedback to determine student needs and create lessons to address the unique needs of the students.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Guidance lessons are adapted to meet student and class needs. Decrease in discipline referrals and increase in positive office referrals.
    Staff Responsible for Monitoring: Counselor, Classroom Teachers
 	
    ESF Levers:
Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: All staff members will participate in Professional Learning about de-escalation techniques and restorative discipline practices throughout the school year.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Positive Classroom Climate. Decrease in discipline referrals and increase in positive office referrals. **Title I:** 2.4, 2.6				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 6: 50% of Kindergarten-5th grade Emergent Bilingual students will advance one or more composite levels as measured on TELPAS.

    Evaluation Data Sources: TELPAS scores, writing samples, TELPAS Proficiency Levels

Strategy 1 Details	Reviews			
Strategy 1: Teachers will plan language supports and linguistic accommodations for students. Students will have opportunities to practice the TELPAS testing platform.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Students will improve scores on TELPAS. **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Frequent, Small Group, Purposeful Talk and Critical Writing from Fundamental 5 daily.	**Formative**			**Summative**
	Dec	Feb	Apr	June

Strategy's Expected Result/Impact: Students will engage in purposeful talk and writing which will increase scores on listening, speaking, reading and writing domains on TELPAS.
    Staff Responsible for Monitoring: Teachers, Special Education Teachers, Instructional Specialists
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Teachers and instructional aides will receive training on the 7 steps to a language-rich interactive classroom and implement in the classroom for all students.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will participate in a language- rich engaging classroom with the use of structured conversations, sentence stems, building background knowledge, learning vocabulary strategies, and participate in structured reading and writing activities. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coaches, Interventionists, Instructional Aides **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Substitute teachers for full day training for teachers, 7 Steps to Language books - 211 - Title 1, Part A - $500				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 7: Student Academic and Behavioral data will be tracked, monitored, and analyzed to evaluate student growth and achievement.

    Evaluation Data Sources: "Goal Getter" Data Folders
Student Achievement Data
Priority TEKS Tracking System
PLC Agenda. Notes, and Data Meetings
Care Team Meetings

Strategy 1 Details				Reviews			
Strategy 1: Teachers will conduct goal setting conferences with each student and track data and retain artifacts in their Goal Getter folders.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will evaluate their work performance and set personalized goals.
  Staff Responsible for Monitoring: Classroom Teachers, Special Teachers Education Teachers, Administrators
 	
  TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
 - Targeted Support Strategy - Additional Targeted Support Strategy							

Strategy 2 Details				Reviews			
Strategy 2: 100% of students will set an academic and behavior goal in a GOAL GETTER Folder using the Plan Do Study Act (PDSA) format to evaluate and measure individual growth.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Students will set individualized goals and monitor progress.
Students will share academic and behavioral goals with teachers, parents, and administrators.
  Staff Responsible for Monitoring: Classroom Teachers, Administrators
 	
  ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture							

Strategy 3 Details	Reviews			
Strategy 3: Data Meetings and Care Team Meetings with teachers will focus on planning targeted intervention for students, including identifying appropriate goals based on student need.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Data meetings and Care Team (RtI) Meetings will show an increase in student growth and achievement. Reteach Plans, Interventions, and Instructional will be aligned to student needs based on assessment results. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coaches, Interventionists, Administrators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Goal 3: EXCELLENCE IN ACADEMICS RECRUITMENT and RETENTION of QUALITY STAFF: EMS ISD will recruit and employ highly effective people that hold values and characteristics that are aligned with the district mission. This culture of excellence includes those who are committed, coachable, and possess a growth mindset.

Goal 4: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will ensure opportunities for students, staff, families, and community members to learn and be empowered to implement and contribute to a safe and supportive environment that promotes personal and social development and fosters student learning.

Performance Objective 1: 100% of school community members (staff/students) will be equipped with the resources and training necessary to contribute to a safe and supportive environment.

Evaluation Data Sources: Professional Learning attendance, Professional Learning agendas

Goal 4: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will ensure opportunities for students, staff, families, and community members to learn and be empowered to implement and contribute to a safe and supportive environment that promotes personal and social development and fosters student learning.

Performance Objective 2: 100% of campuses will provide families with the resources and training necessary to contribute to a safe and supportive environment for students.

> **Evaluation Data Sources:** Calendar of scheduled parent opportunities, Documentation of Attendance, Documentation of Visits to Website

Goal 4: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will ensure opportunities for students, staff, families, and community members to learn and be empowered to implement and contribute to a safe and supportive environment that promotes personal and social development and fosters student learning.

Performance Objective 3: Chisholm Ridge Elementary will increase the number of participants in Family Engagement opportunities from the previous year by improving school and class communication, increasing the number and type of Family Engagement activities, and utilizing feedback provided by families and community stakeholders.

> **Evaluation Data Sources:** Committee Minutes for each event, Parent input, PTA involvement, and event flyers and sign in sheets, Parent/Community surveys, informal feedback information.

Goal 5: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Performance Objective 1: 100% of staff and students will engage in learning opportunities which equip them with necessary skills for personal and social development.

    Evaluation Data Sources: Annual counseling calendar of lessons, Campus schedule of lesson implementation, Community Circles

Goal 5: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Performance Objective 2: 100% of campus staff will be provided with learning opportunities which equip them with the necessary skills to foster personal and social development within their students.

    Evaluation Data Sources: Professional Learning calendar, Professional Learning attendance

Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation which capitalizes on embedded robust opportunities where choice matters.

Performance Objective 1: 100% of campuses will take steps to build student engagement in and ownership of their learning journey.

Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation which capitalizes on embedded robust opportunities where choice matters.

Performance Objective 2: EMS ISD will enhance equitable access to and awareness of educational opportunities and resources for all students as evidenced by feedback in surveys and student voice opportunities.

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Performance Objective 1: EMS ISD will foster a culture of understanding and communication regarding educational opportunities as measured by district and campus surveys and participation rates.

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Performance Objective 2: All students will be empowered to take ownership of their learning and personal development.

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Performance Objective 3: Opportunities for stakeholder engagement and collaborative decision-making processes will be evident in all campuses and departments.

Goal 8: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.

Performance Objective 1: EMS ISD will foster a culture of student voice and choice by actively involving students in decision making processes.

Goal 8: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.

Performance Objective 2: All campuses will create inclusive and accessible opportunities for engagement.

Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 1: EMS ISD will increase staff satisfaction and morale by implementing initiatives that recognize and reward staff contributions and efforts.

    Evaluation Data Sources: Employee Survey

Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 2: EMS ISD will enhance collaboration and trust among staff members by implementing intentional opportunities for relationship building.

    Evaluation Data Sources: Employee Feedback Surveys

Goal 10: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will provide resources and opportunity for all staff to engage in purposeful professional learning aligned with the districts strategic goals. This will enable educators to drive their own learning, identify areas for improvement, and access relevant learning experiences that align with their personal career aspirations and district's objectives.

Performance Objective 1: EMS ISD will implement a comprehensive professional learning plan that offers various delivery methods, including workshops, online courses, and peer collaboration, to ensure alignment with both campus and district strategic goals.

Evaluation Data Sources: Professional Learning Plan presented to board and DPAC.

Goal 10: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will provide resources and opportunity for all staff to engage in purposeful professional learning aligned with the districts strategic goals. This will enable educators to drive their own learning, identify areas for improvement, and access relevant learning experiences that align with their personal career aspirations and district's objectives.

Performance Objective 2: EMS ISD will empower educators by providing professional learning opportunities that align to individual, campus, and district goals and objectives, as measured through end-of-year summatives and evaluations.

    Evaluation Data Sources: End of Year Summatives & Evaluations

Goal 11: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT: EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.

Performance Objective 1: EMS ISD campuses and programs will engage families according to interests and needs as evidenced by program participation and input.

Goal 11: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT: EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.

Performance Objective 2: EMS ISD campuses and programs will connect families with strategies and resources to support student learning opportunities at school and home.

Goal 11: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT: EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.

Performance Objective 3: EMS ISD will participate in opportunities for community outreach that serve to build understanding, break down barriers, and develop authentic, two-way conversations with families.

Goal 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization. By creating standardized guidance documents to align processes for clear understanding of expectations.

Performance Objective 1: Develop a comprehensive set of standardized guidance documents (SGDs) by December 2025 that outline clear expectations and processes for key organizational functions and procedures. These documents should be accessible to all campuses and departments, promoting consistency and uniformity in operations.

Goal 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization. By creating standardized guidance documents to align processes for clear understanding of expectations.

Performance Objective 2: Implement a training program by January 2026 to educate all staff members on the SGDs and their importance in aligning processes and expectations. This program should ensure that all employees have a clear understanding of the documents and can effectively apply them in their respective roles.

Goal 13: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization by developing and maintaining a centralized information warehouse.

Performance Objective 1: By May 2025, establish a comprehensive centralized information warehouse that serves as the primary repository for all district information and documents.

Goal 13: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization by developing and maintaining a centralized information warehouse.

Performance Objective 2: Evaluate the relevance and usefulness of district information/documents located on other platforms, and if deemed valuable, transfer them to the new centralized platform by May 2026.

Goal 13: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization by developing and maintaining a centralized information warehouse.

Performance Objective 3: Regularly assess and update the centralized information warehouse to ensure it meets the evolving needs of the organization by conducting annual reviews and incorporating feedback from stakeholders.

Goal 14: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Performance Objective 1: EMS ISD will provide a safe and orderly learning and work environment for staff and students by providing learning opportunities each semester on the Student Code of Conduct. By May 2025, the Campus Principal or Campus Behavior Coordinator will develop and conduct two informational sessions for teachers and staff outlining components of the Student Code of Conduct.

Goal 14: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Performance Objective 2: EMS ISD will promote high standards for conduct and behaviors that are conducive to a safe, collaborative environment that fosters employee retention.

Goal 14: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Performance Objective 3: 100% of staff will receive Standard Response Protocol (SRP) training at the beginning of the year, follow the District protocols/plan to ensure a safe and secure environment, and review SRP drills throughout the year.

Evaluation Data Sources: Beginning of the Year PD Powerpoint and sign in sheets, Drill dates, and follow-up notes after each drill

Strategy 1 Details	Reviews			
Strategy 1: All staff members will be trained in Standard Response Protocol, including the use of the CrisisGo Application to use during drills and emergencies. Teachers will train students so they are prepared during a drill or emergency.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Staff will respond appropriately and adhere to the SRP during a drill or emergency. **Staff Responsible for Monitoring:** Administrators, Staff **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 14: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Performance Objective 4: 100% of staff will use PBIS and CHAMPS in common areas (hallway, cafeteria, restrooms, recess) and the classroom as well as teach daily character education lessons to support Restorative Practices.

Evaluation Data Sources: Attendance, discipline referrals, observations, and Tier 2/3 Behavior Care Team notes, Positive Action lessons, and classroom observations

Strategy 1 Details				Reviews			
Strategy 1: Staff will implement CHAMPS for a minimum of five classroom activities: teacher directed lessons, tests, independent work, transitions, and stations.				**Formative**			**Summative**
				Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increase positive behaviors in the classroom and increase instructional time in the classroom. **Staff Responsible for Monitoring:** Classroom Teachers, Student Success Academy Coach **ESF Levers:** Lever 3: Positive School Culture							

Strategy 2 Details				Reviews			
Strategy 2: Administrators will recognize students for individual positive behaviors and classroom positive behaviors through the use of incentives, school-wide recognition, and positive calls to parents				**Formative**			**Summative**
				Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Positive behaviors will be highlighted and celebrated. **Staff Responsible for Monitoring:** Administrators and Teachers							

Strategy 3 Details				Reviews			
Strategy 3: The counselor and classroom teachers will promote a safe environment by teaching Positive Action, a character education program for all students.				**Formative**			**Summative**
				Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Students will increase social emotional learning techniques, strategies, and skills **Staff Responsible for Monitoring:** Counselor, classroom teachers, Student Success Academy Coach **ESF Levers:** Lever 3: Positive School Culture							

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 15: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Performance Objective 1: Cybersecurity frameworks, applications and strategies are seamlessly integrated within the school system, constantly evolving through ongoing refinement and adaptation.

   Evaluation Data Sources: Cybersecurity Coalition CCRE 2.0 Cybersecurity Rubric

Goal 15: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Performance Objective 2: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members, and visitors with a focus on behavior and trainings.

Goal 15: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Performance Objective 3: 100% of staff will receive Standard Response Protocol (SRP) training at the beginning of the year, follow the District protocols/plan to ensure a safe and secure environment, and review SRP drills throughout the year.

Evaluation Data Sources: Beginning of the Year PD Powerpoint and sign in sheets, Drill dates, and follow-up notes after each drill

State Compensatory

Budget for Chisholm Ridge Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Chisholm Ridge Elementary

Name	Position	FTE
Jana Price	Math Interventionist	1
Kristi Rush	Literacy Specialist	1

Title I Personnel

Name	Position	Program	FTE
Jennifer Alvarado	Instructional Coach		1
Megan Svensson	Math Instructional Coach		1

Campus Funding Summary

			211 - Title 1, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Staff		$50,000.00
1	6	3	Substitute teachers for full day training for teachers, 7 Steps to Language books		$500.00
				Sub-Total	$50,500.00
			199 - State Compensatory Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2	Tutors		$5,000.00
1	4	2	Tutors		$5,000.00
				Sub-Total	$10,000.00

Addendums

Campus Improvement Plan Addendum

Compensatory Ed. Funds Distribution

Chisholm Ridge Elementary School

The State Compensatory Education (SCE) funds allocated to our campus for the 2019-20 school year will be utilized to provide supplemental success strategies for at-risk students (TEC defined criteria). These strategies are explained in the previous pages of this plan and the funds identified below will support their implementation.

SCE AMOUNT: $5,443.70

% of Campus At-Risk 34.4 %

% of EM-S At-Risk   2.7%

Total EM-S At-Risk   39.3%