

Eagle Mountain-Saginaw Independent School District

Mission Statement

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Vision

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

Comprehensive Needs Assessment

Equity

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.

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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.

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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:

- 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: GZEGNNGPEG"KP"CECFGOKEU<Yg"yknn"rtqxf"fg"swcnkv{"vkgtgf"kpvtwevkqp"cpf"u{uvgo cvke"kpvgtxgpvkqp"kp"rqukvkxg."gpicikpi"ngctpkpi"gpaktqpo gpv
vq"gpwtg"jkij"ngxgnu"qh"cejkgxgo gpv"hqt"gxgt{"uvwfgpv0"*CURKTG"Qdlgevkxg"3-4-5+

Performance Objective 1: D{"vjg"gp"qh"vjg"4245/4246"uejqn" {gct."vjgtg"yknn"dg"32 ' "kpetgcug"htqo"vjg"rtgkqwu" {gct"kp"Oggvu"Uvcpfctf"cetquu"cm"vctigvgf
rqrwncvkqpu"kp"Tgcfkpi."Ocvj."cpf"Uekgpeg0

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and Instructional Staff will use district approved instructional materials including, but not limited to professional guidebooks, leveled readers, manipulatives, and math fluency tools to improve the quality of their Tier 1 and Tier 2 instruction to meet the varied needs of targeted student populations.</p> <p>Strategy's Expected Result/Impact: Teachers will identify targeted population students in need of intervention or enrichment support and use appropriate resources for their needs.</p> <p>An increase in student progress and achievement from various data resource: progress monitoring, formative assessments, summative assessments, and anecdotal records.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Interventionists. Tutors</p> <p>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</p> <p>Funding Sources: Staff - 211 - Title 1, Part A - \$50,000</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will facilitate small groups in math, reading, and science during Tier 1 and Tier 2 instruction. Students will participate in teacher-led instruction, ST Math, StemScopes, and Independent Reading and Writing.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Interventionists.</p> <p>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</p>	Formative			Summative
	Dec	Feb	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1:

Goal 1: GZEGNNGPEG"KP"CECFGOKEU<"Yg"yknn"rtqxf"swcnkv{"vkgtgf"kpvtwevkqp"cpf"u{uvgo cvke"kpvgtxgpvkqp"kp"rqukvkxg."gpici kpi"ngctpkpi"gp xktqp o gpv vq"gp uwtg"jki j"ngxgnu"qh"cejkgxgo gpv"hq"gt{"uvwf gpv0"*CURKTG"Qdlgevkxg"3=4=5+

Performance Objective 3: D{"vjg"gp f"qh"vjg"4245/4246"uejqn" {gct."72 ' "qt" o qtg"5tf/7vj" itcf"uvwfgpvu"yknn" o ggvt"gzeggf"OGGVU"UVCP FCTF"qp"vjg 4246"Ocvj."Tgcfkpi."cpf"Uekgpeg"UVCCT0

High Priority

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

Strategy 3 Details	Reviews
<p>Strategy 3: All students will engage in meaningful written responses across all content areas.</p> <p>Strategy's Expected Result/Impact: Students will develop authentic written responses in all content areas. Students</p>	

Goal 1:

Goal 1: GZEGNNGPEG"KP"CECFGOKEU<"Yg"yknn"rtqxf"swcnkv{"vkg"tgf"kp"uvtwevkqp"cpf"u{uv"go cvke"kp"vgtxgpvkqp"kp" c" rqukvkxg."gp"i"ci"kp"i"ngctpkpi"gp"xtqp"o"gp"vq"gp"uwtg"j"ki"j"ngxgnu"qh"ce"j"kgxg"o"gp"v"ht"gxgt{"uv"wf"gp"v0"*CURKTG"Qdlgevkxg"3=4=5+





Performance Objective 5:

Goal 2: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU<"Yg"yknn"uwrrqt"cewnvwtg"qh"vtwuv"cpf"itqyv"vj"tqwi"j"rgtuqpcnk|gf"qrrqtvpkvgu"cpf eqnncdqtcvkxg"gzr"gtkgpegu"hqt"uvchh."uvwfgpvu."cpf"eqo"owpkv{"ogodgtu"vq"cejkgxg"fguktgf"tguwnvu0"*CURKTG"Qdlgevkg"6=7=8+

Performance Objective 1: Uvwfgpv"Cecfgoke"cpf"Dgjcxkqtcn"fcvc"yknn"dg"vtcemgf."oqpkvqtf."cpf"cpn{|gf"vq"gxcnwcvg"uvwfgpv"itqyv"j"cpf"cejkgxgo"gpv0

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			
<p>Strategy 1: Teachers will conduct goal setting conferences with each student and track data and retain artifacts in their Goal Getter folders.</p> <p>Strategy's Expected Result/Impact: Students will evaluate their work performance and set personalized goals.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Special Teachers Education Teachers, Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Interventionists, Administrators</p> <p>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</p>	Formative			Summative
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Goal 2: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU<"Yg"yknn"uwr rqtv"e"ewnvwtg"qh"vtwuv"cpf"i tqyv j"vj tqw i j"rgtuqpcnk|gf"qrrqtwpkvkku"cpf eqnncdqtcvkxg"gzr gtkgpegu"hqt"uvchh."uvwfgpvu."cpf"eqo o wpkv{" o g o dgtu"vq"cejkgxg"fguktgf"tguwnvu0"*CURKTG"Qdlgevkg"6=7=8+

Performance Objective 2:

Goal 3: GZEGNNGPEG"KP"QT ICPK\ CVKQPCN"KORTQXGOGPV<" Yg"y kmn"rtqxkfg"uchg"cpf"uvtwewtgf"gp xktqpo gpvu"hqt"uvwfgpvu."uvchh"cpf"eqo owpkv{

Goal 3: GZEGNNGPEG"KP"QTI CPK\ CVKQPCN"KORTQXGOGPV<" Yg"yknn"rtqkfg"uchg"cpf"uvtwevwtgf"gpaktqpo gpvu"hqt"uvwfgpvu."uvchh"cpf"eqo o wpkv{dcugf"qp"u{uvgoke"rtqeguu"cpf"rtqegfwtgu"vjcv"ctg"engctn{"eqo o wpkecvgf."o qpkvqtgf."cpf"gxcnwcvgf0"*CURKTG"9=:+

Performance Objective 2:

State Compensatory

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Alvarado	Instructional Coach		1
Megan Svensson	Math Instructional Coach		1