Eagle Mountain-Saginaw Independent School District

Chisholm Ridge Elementary

2023-2024 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: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 1: By the end of the 2023-2024 school year, there will be a 10% increase from the previous year in Meets Standard across all targeted populations in Reading, Math, and Science.

High Priority

Evaluation Data Sources: EMSISD curriculum resources, classroom observation data, lesson plans, assessment data, data tracking system.

Strategy 1 Details	Reviews			
Strategy 1: Weekly Professional Learning Communities will focus on the use of curriculum materials, development of formative assessments, research-based instructional strategies, and student interventions for the targeted student populations.	**Formative**			**Summative**
	Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Weekly PLCs agendas/notes will show the focus on the 6 PLC+ questions: What do we want all students to know and be able to do? How will we know if they learn it? How will we respond when some students do not learn? How will we extend the learning for students who are already proficient? How do we move learning forward? Who benefited and who did not? An increase in student achievement/progress data in reading, math, and science on classroom, district, and state assessments. **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 5: Effective Instruction				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**
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. 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. Tutors **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** **Funding Sources:** Staff - 211 - Title 1, Part A - $50,000				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**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**				

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

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 2: By the end of the 2023-2024 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**
	Dec	**Feb**	**Mar**	**June**
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**				

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**	**Mar**	**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 **Funding Sources:** Tutors - 199 - State Compensatory Ed - $5,000				

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

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 3: By the end of the 2023-2024 school year, 50% or more 3rd-5th grade students will meet or exceed MEETS STANDARD on the 2024 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**	**Mar**	**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				

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**	**Mar**	**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**	**Mar**	**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				

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

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 4: 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	Mar	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**
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.	Dec	Feb	Mar	June
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**
Strategy's Expected Result/Impact: Positive Classroom Climate. Decrease in discipline referrals and increase in positive office referrals.	Dec	Feb	Mar	June
Title I: 2.4, 2.6				

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

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE Objective 1;2;3)

Performance Objective 5: 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. **Strategy's Expected Result/Impact:** Students will improve scores on TELPAS.		**Formative**			**Summative**
		Dec	Feb	Mar	June
Strategy 2 Details		**Reviews**			

Strategy 2: Teachers will implement Frequent, Small Group, Purposeful Talk and Critical Writing from Fundamental 5 daily.
    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
		Formative			**Summative**

		Dec	Feb	Mar	June
Strategy 3 Details		**Reviews**			
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. **Strategy's Expected Result/Impact:** Students will participate in a language- rich engaging classroom with the use of		**Formative**			**Summative**
		Dec	Feb	Mar	June

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 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 1: 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**	**Mar**	**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				

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**	**Mar**	**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				

Strategy 3 Details	Reviews			
	Formative			**Summative**
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.	**Dec**	**Feb**	**Mar**	**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				

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

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE Objective 4;5;6)

Performance Objective 2: 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.

Strategy 1 Details			Reviews		
Strategy 1: The school will host Meet the Teacher Night, the Annual Title 1 Meeting, Literacy Night, STEM Night, Open House, Kindergarten Round Up, Kindergarten Camp and Wrangler University to involve parents and community members in school events and activities.			**Formative**		**Summative**
			Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Increase family involvement and participation in family events and activities.						

Strategy 1 Details	Reviews			
Strategy 1: The school will host Meet the Teacher Night, the Annual Title 1 Meeting, Literacy Night, STEM Night, Open House, Kindergarten Round Up, Kindergarten Camp and Wrangler University to involve parents and community members in school events and activities.	**Formative**			**Summative**
	Dec	Feb	Mar	June

Strategy's Expected Result/Impact: Increase family involvement and participation in family events and activities.
 	
    Staff Responsible for Monitoring: Administrators, Classroom Teachers
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Funding Sources: Snacks for Events - 211 - Title 1, Part A - $1,000, Supplies for Family Education Events - 211 - Title 1, Part A - $5,000, Supplies for Kindergarten Tours and Camp - 211 - Title 1, Part A - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers will conduct parent teacher conferences twice a year to review student progress and students' personalized goals.	**Formative**			**Summative**
	Dec	Feb	Mar	June

Strategy's Expected Result/Impact: Parents will have individualized meetings that focus on their students' unique needs and will gain access to additional resources to help support learning at home.
    Staff Responsible for Monitoring: Classroom Teachers
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools				

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

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 1: 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**	**Mar**	**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					

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

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7;8)

Performance Objective 2: 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. **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	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**

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 **Strategy's Expected Result/Impact:** Positive behaviors will be highlighted and celebrated. **Staff Responsible for Monitoring:** Administrators and Teachers	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**

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. **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	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**

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

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