

Sanger Independent School District
Chisholm Trail Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The mission of Chisholm Trail Elementary School is to create a learning community that engages, challenges, and inspires all students. We will educate our diverse population in an atmosphere that encourages academic, physical, and creative achievement and promotes strong character.

Vision

Chisholm Trail Elementary

Writing success stories...one student at a time!

Core Beliefs

- Students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students and stakeholders.
- We provide a safe environment which fosters academic excellence and positive relationships.
- We believe every staff member contributes to student success.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Chisholm Trail Elementary in Sanger, Texas is a kindergarten through second grade campus which was built in 1987. CTE has 331 students and 36 staff members. In the fall of 2017, 44% of the students are economically disadvantaged, 15% are English Language Learners, and 12% of the students are served by the Special Education Program. The mobility rate of students is 10.0% compared to the state average of 16.2%. All teachers are certified and the staff includes a music teacher, gifted/talented teacher, physical education teacher, Title 1 Reading/Dyslexia teacher, and two special education inclusion teachers. The campus includes 7 teachers with 2-5 years experience, 6 teachers with 6-10 years experience, 4 teachers with 11-20 years experience, and 4 teachers with over 20 years of experience.

Ethnic Distribution of Students:

- 2.4% African American
- 31.5% Hispanic
- 61.5% White
- 0.3% Asian
- 4.3% Two or More Races

Students by Grade:

- Kindergarten: 103
- First Grade: 107
- Second Grade: 111

This year, the school has added a new S.T.E.A.M. lab to offer students opportunities to explore a variety of science, technology, engineering, art, and math activities. In addition, C.L.U.B. was introduced and students have twenty-five clubs to choose from to enhance the quality of their education. A new "Mathtop" was also added to the playground this year to give the students and teachers the opportunity

to enrich the mathematics curriculum by implementing movement to meet the needs of our diverse population and learning styles. The Parent Teacher Organization is very active and hosts the annual “Buckaroo Race” which is the main fundraiser for the year. The past seven years, the race has raised approximately \$80,000 for the school which has directly benefitted the students.

Demographics Strengths

Chisholm Trail Elementary has many strengths that we are proud of.

1. CTE was nominated to be a Capturing Kids Hearts Showcase School.
2. C.L.U.B. (Cool Learning Using Brainpower)--Students have the opportunity to choose from 25 unique learning opportunities.
3. CTE created a S.T.E.A.M. Lab which maximizes hands-on learning activities in the areas of science, technology, engineering, art, and mathematics.
4. CTE enjoys great partnerships with parents who serve as volunteers on our campus.
5. Gage Dental, one of our community partners, hosts a yearly program for our students about dental care.
6. The Sanger Fire Department hosts a yearly program about fire safety and encourages our students to have a home safety plan.
7. The Sanger Education Foundation provides additional resources to our campus through grant funding.
8. The Purple Bus, an outreach program of Sanger ISD, provides tutoring and free books for students by visiting various neighborhoods.
9. CTE hosts both the Annual Buckaroo Race and themed Open House with interactive activities and refreshments for students and families.
10. Second grade is introduced to archery in Physical Education class.
11. The Mile Club encourages cardiovascular fitness and promotes healthy lifestyles.
12. The Accelerated Reader Program is promoted through a mid- and end-of-year celebration for students exceeding their reading goals.
13. During Thanksgiving, students bring canned goods for our local food bank as well as other collections throughout the year.

The 2016-17 Texas Academic Report for Chisholm Trail Elementary showed the campus to have a higher attendance rate than the state average. For the 2014-15 school year, the state attendance rate was 95.7% while Chisholm Trail had 96.7%. For 2015-2016, the state attendance rate was 95.8% while Chisholm Trail was 96.5%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on DRA data, 22% of second grade students, 28% of first grade students, and 59% of kindergarten students are below grade level on reading. **Root Cause:** Teachers need more instruction on reading strategies.

Problem Statement 2: The SRSS (Student Risk Screening Scale) and the SIBSS (Student Internalizing Behavior Screening Scale) indicate externalizing and internalizing behaviors in 11% of students in 2nd Grade. **Root Cause:** Teachers lack strategies which may be used to increase positive behavior.

Student Academic Achievement

Student Academic Achievement Summary

The kindergarten, first, and second grade students take the RAPS 360 reading assessment at the beginning, middle, and end of the year. In 2016-2017, our students gained an average of 0.82 grade levels from September to May.

2016-2017 September Data:

1. 73% “Critical”
2. 14% “Approaching”
3. 11% “Meeting”
4. 2% Exceeding

2016-2017 May Data:

1. 25% “Critical
2. 42% “Approaching”
3. 18% “Meeting”
4. 15% “Exceeding”

Student Academic Achievement Strengths

- Seventy-three percent of students in kindergarten through 2nd grade were "Critical" in reading skills at the beginning of the year and that was decreased to 25% at the end of the year.
- Two percent of our students were "Exceeding" at the beginning of the year and that increased to 15% by the end of the year.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on DRA data, 22% of second grade students, 28% of first grade students, and 59% of kindergarten students are below grade

level on reading. **Root Cause:** Teachers lack strategies in reading.

Problem Statement 2: 76% of 4th grade Hispanic students did not reach mastery in math problem solving. **Root Cause:** Teachers have not been exposed to rigorous problem solving questions.

School Processes & Programs

School Processes & Programs Summary

Through the TEKS Resource system, the teachers have a Guaranteed and Viable Curriculum to assist their focus on key concepts and scope and sequence to drive their instruction.

School Processes & Programs Strengths

- Chisholm Trail Elementary has implemented a new S.T.E.A.M. lab this year for children to explore authentic problem solving situations weekly.
- Chisholm Trail Elementary Teacher of the Year has been selected as the District Elementary Teacher of the Year and advanced to the Region 11 competition for the past three years. District Elementary Teacher of the year include: Cheryl Daugherty (2014-2015), Mindy Schumacher (2015-2016), and Evelyn Langley (2016-2017).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 76% of 4th grade Hispanic students did not reach mastery in math problem solving. **Root Cause:** Teachers have not been exposed to rigorous problem solving questions.

Perceptions

Perceptions Summary

Chisholm Trail Elementary has implemented Capturing Kids' Hearts to maintain a welcoming and warm atmosphere for children and families.

Perceptions Strengths

C.L.U. B. (Cool Learning Using Brainpower) has been implemented this year for all students in grades kindergarten through 2nd grade to motivate, enrich, and challenge all students through a variety of learning opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Forty-four percent of our students are economically disadvantaged and lack enrichment opportunities. **Root Cause:** Teachers were not given the opportunity to display their talents and knowledge in enrichment activities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Employee Data

- Professional development needs assessment data









Goals

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 1: 80% of 2nd grade students will show improvement in scores on problems solving assessments October to May.

Evaluation Data Source(s) 1: Problem Solving Data Sheets for 2nd Grade
STEAM Lab sign up calendar

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase scores in mathematics by providing rigorous problem solving problems and strategies to assist students in solving word problems.	1, 2, 3, 8, 9	2nd Grade Teachers Assistant Principal Principal	80% of students will show an increase on their problem solving graph.				
	Problem Statements: Student Academic Achievement 2						
2) Engage students in STEAM lab activities one time per week to assist them with solving problems and working creatively.	2, 3, 9	Classroom teachers	100% of the classes will be in the STEAM lab one time per week.				
	Problem Statements: Student Academic Achievement 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 2: 76% of 4th grade Hispanic students did not reach mastery in math problem solving. Root Cause 2: Teachers have not been exposed to rigorous problem solving questions.

Goal 2: Sanger ISD will recruit, hire, develop, and retain high quality instructional and support staff.

Performance Objective 1: 100% of teachers will receive high quality professional development.

Evaluation Data Source(s) 1: Teacher sign in sheet at the staff meetings and a copy of the intervention strategies presented at the staff meetings.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Present two new intervention strategies each month at faculty meetings.	2, 3, 4, 5	Principals	Office referrals or calls for assistance to the classroom will decrease by 5% in all classrooms.	✓			
Problem Statements: Demographics 2							
2) Train teachers in Empowering Writers curriculum.	3, 4, 5, 9	Principal Assistant Principal	100% of teachers trained in Empowering Writers curriculum	✓			
							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The SRSS (Student Risk Screening Scale) and the SIBSS (Student Internalizing Behavior Screening Scale) indicate externalizing and internalizing behaviors in 11% of students in 2nd Grade. Root Cause 2: Teachers lack strategies which may be used to increase positive behavior.

Goal 3: Sanger ISD will ensure active and appropriate involvement with district stakeholders through exceptional communication.

Performance Objective 1: Stakeholders will have the opportunity for active involvement with the campus and will receive communication at least one time per week.

Evaluation Data Source(s) 1: Dojo, Remind, Email, take home folders, phone calls, Smore, newsletters, Facebook, Twitter, Meet the Teacher sign in sheet, Conferences, Open House.

Summative Evaluation 1: Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Contact each student's parent at least 1 time per week through a variety of communication options including, but not limited to: 1. Phone calls 2. Email 3. Class Dojo 4. Facebook 5. Smore/newsletters 6. Twitter 7. Remind 8. Meet the Teacher 9. Conferences 10. Open House 11. Take home folders	2, 6, 9	Classroom Teachers	All parents will be informed about school happenings, events, and student progress at least 1 time per week	✔			

Goal 3: Sanger ISD will ensure active and appropriate involvement with district stakeholders through exceptional communication.

Performance Objective 2: We will maintain a 97% attendance rate.

Evaluation Data Source(s) 2: Call log
 Attendance spreadsheet
 Meeting sign in sheet

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Celebrate perfect student attendance each six weeks with students earning a dog tag and bracelet. At the end of the year, students with perfect attendance will receive a gift card and prizes.	6	Principals	Students attendance will be maintained at 97%.	✔			

Goal 4: Sanger ISD will enforce policies and procedures which promote a safe and healthy environment.

Performance Objective 1: Chisholm Trail will provide opportunities for 100% of students to learn about leadership skills, peer conflict and resolution, bullying, and drug awareness.

Evaluation Data Source(s) 1: Student participation
Lesson Planning Document

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Present lessons in leadership skills and bullying awareness and prevention to students each six weeks.	1, 2, 3, 4	Counselor and classroom teachers	100% of students will have lessons in leadership and bullying awareness and prevention.	✓			
Problem Statements: Demographics 2							
2) Read books to students in each classroom about kindness and teamwork, to promote healthy peer relationships. Organize assembly regarding peer relationships and conflict resolution.	2, 3	Counselor and Teachers	100% of students will hear stories about leadership skills, kindness and compassion towards one another.	✓			
Problem Statements: Demographics 2							
3) Implement Capturing Kids' Hearts strategies and use the social contract in the classroom.	2, 3, 4, 10	Teachers and Principals	School wide expectations will be consistent for 100% of students.	✓			
Problem Statements: Demographics 2							

Performance Objective 1 Problem Statements:









Demographics
Problem Statement 2: The SRSS (Student Risk Screening Scale) and the SIBSS (Student Internalizing Behavior Screening Scale) indicate externalizing and internalizing behaviors in 11% of students in 2nd Grade. Root Cause 2: Teachers lack strategies which may be used to increase positive behavior.

Goal 4: Sanger ISD will enforce policies and procedures which promote a safe and healthy environment.

Performance Objective 2: All students will be provided the opportunity for a smooth transition between grade levels and entering kindergarten.

Evaluation Data Source(s) 2: Calendar
Story Time Sign In Sheet

Summative Evaluation 2: No progress made toward meeting Performance Objective








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Invite pre-school children to a monthly Story Time in the spring. Invite Butterfield pre-school students to tour the kindergarten wing in the spring.	7	Principals and Title I Teacher	100% of pre-school children will have the opportunity to visit the campus.				
2) Plan an opportunity for all students to visit the next grade level classrooms and teachers. Second grade students will visit the Clear Creek Intermediate campus and staff.	2, 7	Teachers and principals.	100% of students will have the opportunity to visit the next grade level.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Sanger ISD will allocate resources to ensure high achievement for all students.

Performance Objective 1: All teachers who work with dyslexic students will be trained in accommodations.

Evaluation Data Source(s) 1: Professional Development certificates from Dyslexia training

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Screen students for dyslexia at the end of kindergarten and the end of 1st grade. Once identified, those students will be placed with teachers who have completed the training about accommodations.	2, 3, 4, 8, 9	Principals Classroom teachers	100% of teachers will be able to notice signs of dyslexia so that interventions may begin before students fall behind their peers.				
Problem Statements: Student Academic Achievement 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Based on DRA data, 22% of second grade students, 28% of first grade students, and 59% of kindergarten students are below grade level on reading. Root Cause 1: Teachers lack strategies in reading.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Alice Ford	
Administrator	Cari Cockrell	
Classroom Teacher	Brenda Bledsoe	
Classroom Teacher	Cheryl Daugherty	
Paraprofessional	Donna Adams	
Classroom Teacher	Susan Arnold	
Classroom Teacher	Tiffany Butler	

Staff

Committee Role	Name	Position
Classroom Teacher	Araseli Ashley	Kindergarten
Classroom Teacher	Brenda Bledsoe	kindergarten
Classroom Teacher	Kathy Katz	kindergarten
Classroom Teacher	Monica Naderi	kindergarten
Classroom Teacher	Tatiana Zvolanek	kindergarten
Classroom Teacher	Susan Arnold	first grade
Classroom Teacher	Sarah Bonner	first grade
Classroom Teacher	Lauren Luetchford	first grade
Classroom Teacher	Tabatha McCuiston	first grade
Classroom Teacher	Erin Pennartz	first grade
Classroom Teacher	Tiffany Butler	2nd grade
Classroom Teacher	Karly Holder	2nd grade
Classroom Teacher	Kathryn Richardson	2nd grade
Classroom Teacher	Sabrina Ritzel	2nd grade
Classroom Teacher	Mandy Shumate	2nd grade
Classroom Teacher	Shelli Thorson	2nd grade
Classroom Teacher	Evelyn Langley	Inclusion
Classroom Teacher	Kendyl Arensman	Inclusion
Paraprofessional	Donna Adams	Content Mastery
Paraprofessional	Briana Kovach	Inclusion support
Paraprofessional	Brandie Lange	Inclusion support
Paraprofessional	Wendi Pyron	Inclusion support
Classroom Teacher	Cheryl Daugherty	PE
Paraprofessional	Debbie McWhirter	PE support
Classroom Teacher	Mindy Schumacher	Title 1

Classroom Teacher	Vickie Alexander	Music
Paraprofessional	Brooke Troegle	Computer
Paraprofessional	Grace Rust	Computer
Administrator	Alice Ford	Principal
Administrator	Cari Cockrell	Assistant Principal
Paraprofessional	Cindy Parsons	Secretary
Paraprofessional	Caprisca Flanagan	PEIMS
Non-classroom Professional	Debbie Hundley	Counselor
Non-classroom Professional	Janice Reynolds	nurse
Paraprofessional	Sandra Tostado	ESL support
Paraprofessional	Jackie Hallmark	Library
Non-classroom Professional	Marsha Geiger	Speech

17-18 CBLT

Committee Role	Name	Position
Administrator	Alice Ford	Principal
Administrator	Cari Cockrell	Assistant Principal
Classroom Teacher	Evelyn Langley	Inclusion Teacher
Classroom Teacher	Brenda Bledsoe	Kindergarten
Classroom Teacher	Erin Pennartz	First Grade
Classroom Teacher	Mandy Shumate	2nd Grade
Paraprofessional	Jackie Hallmark	Library