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2024-2025 Ca o rwu I o r tqxe o epv P ap

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Viuiqp

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

Cqte Be iefu

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

We will use mistakes as a learning opportunity.

Cqortehepuixe Needu Auueuu o epv

Fgoqitcrjkeu

Demographics Summary

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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.

Rgtegrvkqpu

Perceptions Summary

- 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

Goal 1: GZEGNNGPEG″ĶP″CECFGOĶEU″VGCEJĶPI″CPF″NGCTPĶPI⟨″GOU″ĶUF″yknn″hquvgt″c″uwrrqtvkxg″gpxktqpogpv.″ugwĸpi″jkij″gzrgevcvkqpu.″cpf rtqoqvkpi″uvwfgpv″kpxqnxgogpv″vq″gpuwtg″cech″uvwfgpv″cejkgxgu″cecfgoke″ocuvgt{″cpf″ku″ygnn″rtgrctgf″hqt″hwvwtg″uweeguu0″Egpvtcn″vq″vjku″eqookvogpv″ku″qwt rtqcevkxg″crrtqcej″vq″oqpkvqtkpi″cpf″tgurqpfkpi″vq″uvwfgpv″pggfu0″Yg″tgeqipk|g″vjcv″cech″uvwfgpv″ku″wpkswg″cpf″jcu″fkxgtug″ngctpkpi″tgswktogpvu.″cpf″kv″ku″qwt tgurqpukdknkv{″vq″hquvgt″cp″gpxktqpogpv″vjcv″uwrrqtvu″vjgkt″uweeguu0

Performance Objective 2: D{″vjg″gpf″qh″vjg″4246/4247″uejqqn″{gct.″:7 ′ ″qh″Ķkpfgtictvgp/4pf″itcfg″uvwfgpvu″yknn″cejkgxg″vjgkt″itcfg″ngxgn″gpf″qh″vjg″{gct rtqhkekgpe{″vctigv″qp″vjg″oĒncuu″cuuguuogpv″kp″tgcfkpi0

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.
 	
    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:**	

Goal 1: GZEGNNGPEG"KP"CECFGOKEU"VGCEJKPI"CPF"NGCTPKPI<"GOU"KUF"yknn"hquvgt"c"uwrrqtvkxg"gpxktqpogpv."ugvvkpi"jkij"gzrgevcvkqpu."cpf rtqoqvkpi"uvwfgpv"kpxqnxgogpv"vq"gpuwtg"gcej"uvwfgpv"cejkgxgu"cecfgoke"ocuvgt{"cpf"ku"ygnn"rtgrctgf"hqt"hwvwtg"uweeguu0"Egpvtcn"vq"vjku"eqookvogpv"ku"qwt rtqcevkxg"crrtqcej"vq"oqpkvqtkpi"cpf"tgurqpfkpi"vq"uvwfgpv"pggfu0"Yg"tgeqipk|g"vjcv"gcej"uvwfgpv"ku"wpkswg"cpf"jcu"fkxgtug"ngctpkpi"tgswktogpvu."cpf"kv"ku"qwt tgurqpukdknkv{"vq"hquvgt"cp"gpxktqpogpv"vjcv"uwrrqtvu"vjgkt"uweeguu0

Performance Objective 3: TGOQXG"D{"vjg"gpf"qh"vjg"4246/4247"uejqqn"{gct.":2 '"qh""Mkpfgtictvgp/4pf"Itcfg"uvwfgpvu"yknn"cejkgxg"vjgkt"itcfg"ngxgn"Gpf qh"[gct"Rtqhkekgpe{"vctigv"qp"vjg"oENCUU"cuuguuogpv0

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	Apr	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**				

Goal 1:

Strategy 3: All students will engage in meaningful written responses across all content areas.

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.

Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Interventionists, Instructional Coaches

Title I:
2.4, 2.6
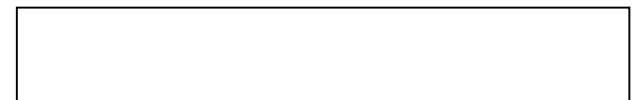
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Performance Objective 6: 72 ' "qh"Mkpfgتictvgp/7vj"itcfg"Gogtigpv"Dknkpiwcn"uvwfgpvu"yknn"cfxcpeg"qpg"qt"oqtg"eqorqukvg"ngxgnu"cu"ogcuwtgf"qp"VGNRCU0

   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 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.	**Formative**			**Summative**
	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 Accomplished Continue/Modify ✕ Discontinue				

Goal 1: GZEGNNGPEG"KP"CECFGOKEU"VGCEJKPI"CPF"NGCTPKPI‹"GOU"KUF"yknn"hquvgt"c"uwrrqtvkxg"gpxktqpogpv."ugvvkpi"jkij"gzrgevcvkqpu."cpf rtqoqvkpi"uvwfgpv"kpxqnxgogpv"vq"gpuwtg"gcej"uvwfgpv"cejkgxgu"cecfgoke"ocuvgt{"cpf"ku"ygnn"rtgrctgf"hqt"hwvwtg"uweeguu0"Egpvtcn"vq"vjku"eqookvogpv"ku"qwt rtqcevkxg"crrtqcej"vq"oqpkvqtkpi"cpf"tgurqpfkpi"vq"uvwfgpv"pggfu0"Yg"tgeqipk|g"vjcv"gcej"uvwfgpv"ku"wpkswg"cpf"jcu"fkxgtug"ngctpkpi"tgswktogpvu."cpf"kv"ku"qwt

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**	**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	Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: GZEGNNGPEG"KP"CECFGOKEU"VGCEJKPI"CPF"NGCTPKPI<"GOU"KUF"yknn"hquvgt"c"ewnvwtg"qh"eqpvkpwqwu"kortqxgogpv."rtqoqvg"uvwfgpv cejkgxgogpv."cpf"gswkr"gcej"uvwfgpv"ykvj"vjg"pgeguuct{"mpqyngfig"cpf"umknnu"vq"gzegn"cecfgokecnn{"vjtqwij"vjg"fgxgnqrogpv"cpf"kornogpvcvkqp"qh"c"tkiqtqwu cpf"fkhhgtgpvkcvgf."tgugctej/dcugf"ewttkewnwo"vjcv"rtqxkfgu"uvwfgpvu"ykvj"cp"gpicikpi"cpf"ceeguukdng"gfwecvkqpcn"gzrgtkgpeg."hquvgtkpi"vjgkt"kpvgnngevwcn"itqyvj cpf"rtgrctkpi"vjgo"hqt"hwvwtg"uweeguu0

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: GZEGNNGPEG"KP"CECFGOKEU"RGTUQPCE   ŒCE

Goal 4:

Goal 4: GZEGNNGPEG"KP"CECFGOKEU"RGTUQPCN"cpf"UQEKCN"FGXGNQROGPV<"GOU"KUF"ykNN"gpuwtg"qrrqtvwpkvkgu"hqt"uvwfgpvu."uvchh."hcoknkgu."cpf eqoowpkv{"ogodgtu"vq"ngctp"cpf"dg"gorqygtgf"vq"korngogpv"cpf"eqpvtkdwvg"vq"c"uchg"cpf"uwrrqtvkxg"gpxktqpogpv"vjcv"rtqoqvgu"rgtuqpcn"cpf"uqekcn fgxgnqrogpv"cpf"hquvgtu"uvwfgpv"ngctpkpi0

Performance Objective 3: Ejkujqno"Tkfig"Gngogpvct{"ykNN"kpetgcug"vjg"pwodgt"qh"rctvkekrcpvu"kp"Hcokn{"Gpicigogpv"qrrqtvwpkvkgu"htqo"vjg"rtgxkqwu"{gct d{"kortqxkpi"uejqqn"cpf"encuu"eqoowpkecvkqp."kpetgcukpi"vjg"pwodgt"cpf"v{rg"qh"Hcokn{"Gpicigogpv"cevkxkvkgu."cpf"wvknk|kpi"hggfdcem"rtqxkfgf"d{"hcoknkgu cpf"eqoowpkv{"uvcmgjqnfgtu0

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

Goal 5:

Goal 5: GZEGNNGPEG"KP"CECFGOKEU"RGTUQPCN"cpf"UQEKCN"FGXGNQROGPV<"GOU"KUF"yknn"rtqxkfg"fkxgtukhkgf"cpf"fgxgnqrogpvcnn{"crrtqrtkcvg ngctpkpi"qrrqtvwpkvkgu"ykvj"vjg"rwtrqug"qh"gswkrrkpi"uvchh"cpf"uvwfgpvu"ykvj"vjg"pgeguuct{"umknnu"hqt"rgtuqpcn"cpf"uqekcn"fgxgnqrogpv0"gpuwtkpi"c"uwrrqtvkxg ngctpkpi"gzrgtkgpeg"yjgtg"gxgt{qpg"ecp"vjtkxg0

Performance Objective 2: 322'"qh"ecorwu"uvchh"yknn"dg"rtqxkfgf"ykvj"ngctpkpi"qrrqtvwpkvkgu"yjkej"gswkr"vjgo"ykvj"vjg"pgeguuct{"umknnu"vq"hquvgt"rgtuqpcn cpf"uqekcn"fgxgnqrogpv"ykvjkp"vjgkt"uvwfgpvu0

    Evaluation Data Sources: Professional Learning cdem

Goal 6: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"UVWFGPV"GPICIGOGPV<"GOU"KUF"ykn"gpicig"gcej"uvwfgpv"kp"fgxgnqrkpi"cpf gzgewvkpi"c"f{pcoke."ewuvqok|gf."cpf"rgtuqpcn"gfwecvkqp"htqo"tgikuvtcvkqp"vq"itcfwcvkqp"yjkej"ecrkvcnk|gu"qp"godgffgf"tqdwuv"qrrqtvwpkvkgu"yjgtg"ejqkeg ocvvgtu0

Performance Objective 1: 322'"qh"ecorwugu"yknn"vcmg"uvgru"vq"dwknf"uvwfgpv"gpicigogpv"kp"cpf"qypgtujkr"qh"vjgkt"ngctpkpi"lqwtpg{0

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Goal 7: GZEGNNGPEG"KP"RGTUQPCNK\GF"QRRQTVWPKVKGU"UVWFGPV"GPICIGOGPV<"GOU"KUF"yk11"etgcvg"c"ewnvwtg"vjcv"wpfgtuvcpfu"cpf eqoowpkecvgu"qrrqtvwpkvkgu."tgurgevu"kpfkxkfwcnkv{"cpf"dwknfu"qypgtujkr0

Performance Objective 2: Cnn"uvwfgpvu"yk11"dg"gorq ygtgf"vq"vcmg"qypgtujkr"qh"vjgkt"ngctpkpi"cpf"rgtuqpcn"fgxgnqrogpv0

Goal 8: GZEGNNGPEG"ⱢP"RGTUQPCNⱢ\GF"QRRQTVWPⱢVⱢGU"UVWFGPV"GN I C I GOGPV‹"GOU"ⱢUF"ʏknn"korngogpv"rtqeguugu"vq"u{uvgocvkecnn{ eqoowpkecvg"cpf"rtqxkfg"ceeguu"vq"c"xctkgv{"qh"qrrqtvwpⱢvkgu"vq"gpicig"cnn"uvwfgpvu"cpf"uvcmgjqnfgtu0"Vjku"ku"rtkqtkv|gf"d{"uvwfgpv"ejqkeg"kp"c"ocppgt"vjcv tgurgevu"ⱡgctpkpi"uv{ⱡgu."ⱨpvgtguvu"cpf"kpfkxkfwcnkv{."cnnqʏkpi"cnn"xqkegu"vq"dg"jgctf0

Performance Objective 1: GOU"ⱢUF"ʏknn"hquvgt"c"ewnⱴwtg"qh"uvwfgpv"xqkeg"cpf"ejqkeg"d{"cevⱡxgⱡ{"ⱨpxqⱡxkpi"uvwfgpvu"ⱨp"fgekukqp"ocmkpi"rtqeguugu0

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.

Goal 9: GZEGNNGPEG"КP"RGTUQPCNK\GF"QRRQTVWPКVКGU"UVCHH"GP I C I GOGPV<"GOU"КUF" y knn"hquvgt"c" y qtmrnceg"ewnvwtg" y jgtg"uvchh" o g o dgtu hggn"xcnwgf"cpf"tgurgevgf0"Vj ku"ewnvwtg"gpeqwtci gu"eqnmcdqtcvkqp."qrgp"eq o o wpkecvkqp."cpf" o wvwcn"vtwuv"c o qpi uv"uvchh" o g o dgtu cpf"ngcfgtujkr0

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    Evaluation Data Sources: Employee Survey

Goal 9:

Goal 10:

Goal 10:

Goal 11: GZEGNNGPEG"ƘP"RGTUQPCNƘ\GF"QRRQTVWPƘVƘGU"HCOKN["GP I C I GOGPV<"GOU"ƘUF" yknn"cevkxgn{"nkuvgo   nkuv

Goal 11:

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:

Goal 12:

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: GZEGNNGPEG KP QTICPK\CVKQPCN KORTQXGOGPV U[UVGOU VJKPMKPI: GOU KUF yknn fgukip uvtgcokpgf u{uvgou vjcv yknn etgcvg kpvgtfgrgpfgpeg dgvyggp ecorwugu cpf fgrctvogpvu vjcv gpuwtgu ghhkekgpe{ cetquu vjg qticpk|cvkqp d{ fgxgnqrkpi cpf ockpvckpkpi c egpvtcnk|gf kphqtocvkqp yctgjqwug0

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Goal 14: GZEGNNGPEG〟KP〞QTICPK\CVKQPCN〟KORTQXGOGPV〞UCHGV[〞"CPF〞UGEWTKV[‹〞GOU〟KUF〞ykmn〞rtqxkfg〞c〞uchg〞cpf〞qtfgtn{〟ngctpkpi〞cpf yqtm〞gpxktqpogpv〞hqt〞uvwfgpvu.〞uvchh.〞eqoowpkv{〞ogodgtu〞cpf〞xkukvqtu〞ykvj〞c〞hqewu〞qp〞dgjcxkqt〞cpf〞vtckpkpiu0

Performance Objective 1: GOU〞KUF〞ykmn〞rtqxkfg〞c〞uchg〞cpf〞qtfgtn{〞ngctpkpi〞cpf〞yqtm〞gpxktqpogpv〞hqt〞uvwchh〞cpf〞uvwfgpvu〞d{〞rtqxkfkpi〟ngctpkpi〞qrrqtvwpkvkgu gcej〞ugoguvgt〞qp〞vjg〞Uvwfgpv〞Eqfg〞qh〞Eqpfwev0〞"D{〞Oc{〞4247.〞vjg〞Ecoowu〞Rtkpekrcn〞qt〞Ecoowu〞Dgjcxkqt〞Eqqtfkpcvqt〞ykmn〞fgxgnqr〞cpf〞eqpfwev〞vyq kphqtocvkqpcn〞uguukqpu〞hqt〞vgcejgtu〞cpf〞uvchh〞qwvnkpkpi〞eqorqpgpvu〞qh〞vjg〞Uvwfgpv〞Eqfg〞qh〞Eqpfwev0

Goal 14:

Goal 15:

Goal 15:

Goal 15: GZEGNNGPEG"KP"QTICPK\CV"QPCN"KORTQXGOGPV"UCHGV[" CPF"UGEWTKV[<"GOU"KUF"yknn"korngogpv"cpf"tkiqtqwun{"gphqteg"uchgv{ cpf"ugewtkv{"rqnkekgu."rtqegfwtgu"cpf"ncyu"vq"rtqoqvg"c"uchg"cpf"qtfgtn{"ngctpkpi"cpf"yqtm"gpxktqpogpv"hqt"gxgt{qpg"ykvj"c"hqewu"qp"qrgtcvkqpu"cpf"u{uvgou0

Performance Objective 3: 322'"qh"uvchh"yknn""tgegkxg"Uvcpfctf"Tgurqpug"Rtqvqeqn"*UTR+"vtckpkpi"cv"vjg"dgikppkpi"qh"vjg"{gct."hqnnqy"vjg"Fkuvtkev"rtqvqeqnu rncp"vq"gpuwtg"c"uchg"cpf"ugewtg"gpxktqpogpv."cpf"tgxkgy"UTR"ftknnu"vjtqwijqwv"vjg"{gct0

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

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

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Name	Position	FTE
Jana Price		

Tiv e I Petuqppe

Name	Position	Program	FTE
Jennifer Alvarado	Instructional Coach		1

Ca o rwu Fwpdipg Sw o o at{

	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		

Addepdw o u

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%