

Eagle Mountain-Saginaw Independent School District

Eagle Mountain Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Build Positive Relationships

Inspire Learning &

Create a Culture of Respect

Vision

We envision every student learning to their full potential. We will foster relationships based on trust and respect. We will prepare and motivate our students by instilling in them critical thinking skills, a global perspective, and a desire to achieve excellence.

Value Statement

We value each and every student that walks through the doors of Eagle Mountain Elementary! We want EVERY student to feel:

Welcomed, Valued, Supported, Nurtured, Challenged, and Loved.

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Comprehensive Needs Assessment

Revised/Approved: September 19, 2022

Demographics

Demographics Summary

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs, and services to meet their needs.

Eagle Mountain Elementary (220918102) is a Kindergarten – 5th Grade campus in the Eagle Mountain Saginaw Independent School District and is located in unincorporated Tarrant County at 9700 Morris Dido Newark Rd., Fort Worth, TX 76179.

Student:

Eagle Mountain has a total current enrollment of 499 (9/20/2022). This is an increase of 60 students from October 2021.

Mobility Rate 13.1%

The student population is ethnically represented by:

- 3.0% African American
- 22% Hispanic
- 70.5% White
- Less than 1% Asian, Pacific Islander, American Indian
- 3.3% Two or More races
- 14% of the student population is economically disadvantaged
- 2.1% are English Language Learners (ELL)
- 30.4% are identified as at risk
- 11.9% Gifted and Talented (GT) program
- 13.3% Special Education (SPED)

Staff:

Average of 13 years of experience with 10 years with EMS ISD

- 1 Principal
- 1 Assistant Principal
- 1 Counselor
- 1 Registered Nurse
- 1 Librarian

- 1 Physical Education Teacher
- 1 Fine Arts Teacher (Music / Art)
- 25 General Education Teachers
- 5 Special Education Teachers (2- CM / Resource & 2-Structured Instruction Classroom, 1 ACES Instruction Classroom)
- 1 Literacy Specialist
- 1 Math Specialist
- 2 Gen. ED Instructional Paraprofessionals (Computer & Physical Education)
- 8 SPED Instructional Paraprofessionals (2- CM / Resource, 4- Structured Instruction Classroom. 2 - Achievement, Character, & Essential Skills "ACES")
- 3 Non-Instructional Paraprofessionals (1-Secretary, 1-PEIMS / Attendance, & 1 General Office Aide / Receptionist)
- 1 Dyslexia Therapist
- 1 Gifted / Talented Teacher
- 1 Speech Therapist
- 1 Diagnostician

Instructional Programs / Services:

- Gifted / Talented
- ESL
- Special Education Content Mastery
- Special Education Resource
- Special Education Structured Instruction Classroom
- Special Education Achievement, Character, & Essential Skills "ACES"
- Special Education Speech Therapy
- Dyslexia Services
- Literacy Interventionist
- Math Interventionist

Student Achievement

Student Achievement Summary

Student Achievement data refers to annual and longitudinal reviews from various sources of formal and informal data. This data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

STAAR 2021-22 Data

Grade	Content	Approaches	Meets	Masters
3	Reading	83%	61%	33%
3	Math	75%	44%	22%
4	Reading	80%	55%	25%
4	Math	75%	53%	25%
5	Reading	91%	73%	47%
5	Math	87%	58%	25%
5	Science	84%	51%	23%

BAS Data

				Grade Level	
		Total Students	At or Above		Below
Kinder	EOY 2022	57	85%		15%
First	EOY 2022	78	58%		41%
Second	EOY 2022	70	60%		40%

School Culture and Climate

School Culture and Climate Summary

School Culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Reviewed surveys from both parents and teachers along with parent and visitor informal feedback indicated that Eagle Mountain Elementary has a safe and positive culture that is welcoming to parents, students, staff, and visitors.

Eagle Mountain Elementary continues to maintain a climate that is family oriented, welcoming, and inviting to all. The culture is one that values and promotes collaboration through a cohesive partnership with the community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Reviewed the Highly Qualified components and requirements of Every Student Succeeds Act (ESSA) formerly NCLB for teaching staff and paraprofessionals and reviewed the requirement of maintaining 100% compliance.

Staff: Average of 13 years teaching, Average of 10 years with EMS ISD

Reviewed staff development needs based on survey responses from staff members both from the district survey as well as the campus survey. The committee also made recommendations for training in supplemental math and writing strategies that could be implemented.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum/curricula collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards.

- Eagle Mountain Elementary will Continue the implementation of:
- Reading, writing, and math workshop in K-5
- Science labs are being used by each class, every grade level, every week
- Common Assessments continue to be evaluated and adjusted as needed
- The practice of Professional Learning Communities
- Fundamental 5
- Rigor and Relevance Framework / Rubrics
- Use of Learning Targets
- Implementation of campus instructional rounds
- Marzano Instructional Strategies
- Thinking Maps
- SMART Goals
- Fountas & Pinnell (Benchmark Assessment System BAS)
- McLass
- EMS ISD Teaching and Learning System (TLS)
- MTSS Process

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Reviewed the data collected by parent and staff surveys and used the information to help guide the needs of all five areas of the comprehensive needs assessment.

Multiple methods of communication that Eagle Mountain Elementary provides to our parents including:

- Sending home via student
- Mail
- School Marquee
- Email
- Campus & Classroom Facebook
- Classroom Newsletter
- Grade Level Websites
- Parent Information Center inside Campus
- Parent Portal (grades and attendance)
- Twitter Campus & Classroom
- Campus & Classroom Remind
- Let's Talk Application (K12 Insight)
- PeachJar

Parents are provided with many opportunities to become active participants in their child's education at Eagle Mountain Elementary including:

- Meet the Teacher / Curriculum Night
- Family Math & Literacy Night
- Family Science Night
- Watch D.O.G.S
- Parent Conferences
- Various Volunteer Opportunities
- Family Spirit Nights
- Various PTA Sponsored Events

School Context and Organization

School Context and Organization Summary

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Eagle Mountain Elementary Team Leads (Team Leads: campus administrators, counselor, representatives from each grade level, block, and specialist) developed the Instructional Focus through a collaborative process that evaluated campus data.

Teachers and campus administrators are participating in professional goal setting through the T-TESS and T-PLESS system.

Each grade level team collaboratively plans the instruction for each content area using the district's scope & sequence, instructional guides, and curriculum. This ensures the students taught in each classroom within a grade level are taught the same TEKS with the same rigor and relevance.

Each grade level participates in a Professional Learning Community (PLC) one time per week.

One representative from each grade level serves on the math, ela, social studies, and science vertical team. This team works to align curriculum and compare instruction among all grade levels to ensure consistency and adequate instruction.

Parents and staff members have the opportunity to provide feedback through the K-12 Insights School Climate Survey.

Technology

Technology Summary

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Eagle Mountain Elementary continues to improve the integration of technology into our existing curriculum and district expectations. We continue to work on improving the technology resources that we have available for students and staff.

A campus technology team is established and created a plan for this school year. The team will meet on an as-needed basis to revise the plan.

The campus is 1:1.

Our library continues to use and improve Makerspace opportunities. Eagle Mountain Elementary will continue to use our technology committee to review the needs of our campus, make recommendations, and seek new opportunities that align with our goals.

The implementation of Technology Day, Instructional Technology Coaches come out to our campus one time per month and two staff meetings per year to provide some "Just in Time" training based on the needs of an individual, team, or campus as a whole.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Kindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Section 504 data
- Homeless data
- Gifted and talented 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
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

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

Support Systems and Other 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

Goals

Revised/Approved: September 20, 2022

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 2022-23 school year, 100% of kindergarten, first, and second-grade students will meet or exceed one year of reading growth.

Evaluation Data Sources: Fountas and Pinnell
MClass
iStation ISIP (BOY, MOY, EOY) Tier 1
PLC agendas and minutes
Student Communication / Data (Goal) Binder "Flight Book" / Personal Education Plans
MTSS (Intervention) Data

Strategy 1 Details				Formative Reviews		
Strategy 1: Kinder, First, & Second Grade teams will meet monthly with campus & / or district reading specialist to review student reading levels, collaborate, and plan. Strategy's Expected Result/Impact: Students will receive interventions & extensions that will promote growth. Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Campus Reading Specialist				Formative		
				Dec	Mar	June
Strategy 2 Details				Formative Reviews		
Strategy 2: 100% of teachers will utilize Student Data Folders "Flight Book" and conduct regular conferences with students to monitor and update their progress. Strategy's Expected Result/Impact: Student ownership of personal goals. Increased awareness of individual performance will increase overall student performance and growth. Staff Responsible for Monitoring: Campus Administration Classroom Teacher				Formative		
				Dec	Mar	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Teachers will utilize district curriculum and district-approved resources through the Teaching & Learning System (TLS) to provide high-quality Tier 1 instruction. Strategy's Expected Result/Impact: Students will receive high-quality Tier 1 instruction and will improve their overall performance. Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Literacy Specialist		Formative		
		Dec	Mar	June
Strategy 4 Details		Formative Reviews		
Strategy 4: Provide targeted reading interventions for at-risk first and second-grade students using Fountas & Pinnell LLI kits and Literacy Footprints. Strategy's Expected Result/Impact: Increased in number of students meeting End of Year grade level standards. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Reading Specialist		Formative		
		Dec	Mar	June
Strategy 5 Details		Formative Reviews		
Strategy 5: Conduct biweekly grade-level PLC meetings focused on student data, instructional planning, and tiered interventions. Strategy's Expected Result/Impact: Increase in results: Benchmarks, Universal Screeners, Common Assessments, Formative Assessments. Staff Responsible for Monitoring: Teachers, Campus Instructional Specialist, District Instructional Specialist, Campus Administrators		Formative		
		Dec	Mar	June
Strategy 6 Details		Formative Reviews		
Strategy 6: Continue to expand guided reading materials in our Literacy Library. Strategy's Expected Result/Impact: Increase the guided reading library inventory and teachers' usage Increase in BAS scores, station, and McLass Staff Responsible for Monitoring: Instructional Specialist, Campus Administration		Formative		
		Dec	Mar	June
Strategy 7 Details		Formative Reviews		
Strategy 7: Provide a systematic method of identifying students with academic, behavioral, and/or attendance using the MTSS process. Care Teams will set goals, identify interventions, and track progress Strategy's Expected Result/Impact: STAAR, I-Station, BAS, McLass, care team referrals, intervention logs Staff Responsible for Monitoring: Teachers, Campus Instructional Specialist, Campus Administrators, Case Managers, CARE Team, Counselor		Formative		
		Dec	Mar	June
		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: At the end of each grading period, 90% of all Kindergarten and First Grade students will meet or exceed mastery on math report card standards

Evaluation Data Sources: Nine Week Report Cards
iStation (BOY/MOY/EOY)

Strategy 1 Details		Formative Reviews		
Strategy 1: All K-2 classrooms will use number corner daily to build number sense and numeracy. Strategy's Expected Result/Impact: Students will meet or exceed mastery on math report card standards. Staff Responsible for Monitoring: Classroom Teachers Campus Administration Instruction Math Specialist		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
Strategy 2: 100% of teachers will utilize Student Data Folders "Flight Book" and conduct regular conferences with students to monitor and update their progress. Strategy's Expected Result/Impact: Student ownership of personal goals. Increased awareness of individual performance will increase overall student performance and growth. Staff Responsible for Monitoring: Classroom Teachers Campus Administration		Formative		
		Dec	Mar	June
0% No Progress		→ Accomplished		✗ 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: Increase the percentage of students achieving approaches, meets, or exceeds standards on the STAAR Reading to 85%, STAAR Math to 85%, and STAAR Science to 85% by the end of the 2022-23 school year.

Evaluation Data Sources: STAAR data of 3rd graders in math and reading; 4th graders in math, and reading; 5th graders in math, reading, and science

Strategy 1 Details		Formative Reviews		
Strategy 1: Third, Fourth, and Fifth grade teams will meet monthly with campus & / or district instructional specialists to review student progress, collaborate, and plan. Strategy's Expected Result/Impact: Students will receive interventions & extensions that will promote growth. Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Campus Instructional Specialists		Formative		
	Dec	Mar	June	
Strategy 2 Details		Formative Reviews		
Strategy 2: 100% of teachers will utilize Student Data Folders "Flight Book" and conduct regular conferences with students to monitor and update their progress. Strategy's Expected Result/Impact: Student ownership of personal goals. Increased awareness of individual performance will increase overall student performance and growth. Staff Responsible for Monitoring: Classroom Teachers Campus Administration		Formative		
	Dec	Mar	June	
Strategy 3 Details		Formative Reviews		
Strategy 3: Teachers will utilize district curriculum and district-approved resources to provide high-quality Tier 1 instruction. Strategy's Expected Result/Impact: Students will receive high-quality Tier 1 instruction and will improve their overall performance. Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Instructional Specialist		Formative		
	Dec	Mar	June	

Strategy 4 Details		Formative Reviews			
Strategy 4: Conduct biweekly grade-level PLC meetings focused on student data, instructional planning, and tiered interventions. Strategy's Expected Result/Impact: Increase in results: Benchmarks, Universal Screeners, Common Assessments, Formative Assessments Staff Responsible for Monitoring: Teachers, Campus Instructional Specialist, District Instructional Specialist, Campus Administrators		Formative			
		Dec	Mar	June	
Strategy 5 Details		Formative Reviews			
Strategy 5: Provide targeted interventions using research-based resources (Tier 1, 2 & 3) Strategy's Expected Result/Impact: Increase student progress on benchmarks, common assessments, and state assessments Staff Responsible for Monitoring: Teachers, Campus Instructional Specialist, Campus Administrators		Formative			
		Dec	Mar	June	
Strategy 6 Details		Formative Reviews			
Strategy 6: Provide a systematic method of identifying students with academic, behavioral, and/or attendance using the MTSS process. Care Teams will set goals, identify interventions, and track progress. Strategy's Expected Result/Impact: STAAR, I-Station, BAS, care team referrals, intervention logs Staff Responsible for Monitoring: Teachers, Campus Instructional Specialist, Campus Administrators, Case Managers, CARE Team, Counselor		Formative			
		Dec	Mar	June	
Strategy 7 Details		Formative Reviews			
Strategy 7: Provide accelerated instruction to all 5th-grade and 4th -grade students that meet the HB4545 requirements. Strategy's Expected Result/Impact: Increase in student achievement on state assessments Staff Responsible for Monitoring: Teachers, Campus Instructional Specialist, Tutors, Campus Administrators		Formative			
		Dec	Mar	June	
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 Eagle Mountain Elementary students and staff will be provided with strategies that promote physical and mental health through physical education classes, guidance lessons, and social-emotional wellness resources.

Evaluation Data Sources: Surveys
Positive Action Curriculum
Social-Emotional Learning (SEL) Committee Agenda

Strategy 1 Details		Formative Reviews			
Strategy 1: Resources and support will be provided to all staff to support / promote their social-emotional well-being. Strategy's Expected Result/Impact: Increase in staff engagement Staff Responsible for Monitoring: Campus Administration Counselor Social-Emotional Learning (SEL) Committee		Formative			
		Dec	Mar	June	
Strategy 2 Details		Formative Reviews			
Strategy 2: Guidance lessons and character education lessons will be provided to all students (Social Emotional Learning-SEL). Strategy's Expected Result/Impact: Students will show growth in Social-Emotional skills from BOY to EOY as measured by XSEL Web Staff Responsible for Monitoring: Campus Administration Counselor Classroom Teacher Social-Emotional Learning (SEL) Committee		Formative			
		Dec	Mar	June	
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: Each student will develop a personal education plan that includes academic goal setting.

Evaluation Data Sources: Observations, walk-throughs, student data folders

Strategy 1 Details		Formative Reviews				
Strategy 1: Students will set academic goals using student data folders "Flight Book". Teachers will regularly conference with students to progress monitor and adjust across 100% of all grade levels. Strategy's Expected Result/Impact: Improvement on STAAR assessment data, District Benchmarks Staff Responsible for Monitoring: Classroom Teachers Campus Administrators Counselor	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: Increase student attendance rate from 95.49% to 97%

Evaluation Data Sources: PEIMS Attendance Report

Strategy 1 Details		Formative Reviews		
Strategy 1: Increase students, teachers, and parents' awareness of school-wide procedures in regards to absences and attendance procedures by the distribution of information through grade-level newsletters, campus REMIND, campus social media posts. Strategy's Expected Result/Impact: Improved attendance rate Staff Responsible for Monitoring: Campus Administrations Classroom Teachers Campus Attendance Committee Campus PEIMS Clerk		Formative		
		Dec	Mar	June
0% No Progress		100% Accomplished		Continue/Modify
		X 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 3: Provide and promote family events, EME-sponsored, PTA-sponsored activities, and extracurricular/fine arts events.

Evaluation Data Sources: Visitor Sign-ins
Rosters
Parent Survey Results
Published Event Invites and Publications

Strategy 1 Details		Formative Reviews		
Strategy 1: Provide academic-focused family events: Meet the Teacher Night, Math & Science Night (Open House), Grandparent's Day, and Literacy Night. Strategy's Expected Result/Impact: Participation by families Staff Responsible for Monitoring: Classroom Teachers Campus Administration Team Leads		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Provide extra-curricular/fine arts focused events: 5th Grade Student Council Field Day EME Choir performances Fine Arts Performances. Strategy's Expected Result/Impact: Increase in participation Increase in student and family engagement Staff Responsible for Monitoring: Campus Administration PE Teacher Fine Arts Teacher Counselor (Stuco Sponsor)		Formative		
		Dec	Mar	June

Strategy 3 Details		Formative Reviews		
Strategy 3: Work with the PTA to establish family events: Fall Carnival Fun Run Howdy Dinner Talent Show Strategy's Expected Result/Impact: Student and family engagement Staff Responsible for Monitoring: Campus Administration PTA Executive Board		Formative		
		Dec	Mar	June
0% No Progress  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 processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7 & 8)

Performance Objective 1: Staff will be recognized as individuals and appreciated for their work and accomplishments.

Evaluation Data Sources: End of the year staff survey

Strategy 1 Details		Formative Reviews		
Strategy 1: Recognize staff Birthdays with card and Jeans Pass. Strategy's Expected Result/Impact: Improved staff survey results. Staff Responsible for Monitoring: Campus Administrators		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Staff Shout-Outs at the beginning of each staff meeting. Shout-Outs then posted on bulletin board in the staff lounge. Strategy's Expected Result/Impact: Improvement in campus administrator and peer recognition. Evident on end of year staff survey. Staff Responsible for Monitoring: Campus Administrators Campus Faculty and Staff		Formative		
		Dec	Mar	June
Strategy 3 Details		Formative Reviews		
Strategy 3: Wonderful Wednesdays Popcorn Celebration for staff Strategy's Expected Result/Impact: Improved school climate and appreciation for staff. Evident on end of year staff survey. Staff Responsible for Monitoring: Campus Administrators Office Staff		Formative		
		Dec	Mar	June
0%		No Progress	→ Accomplished	✕ Discontinue

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff, and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7 & 8)

Performance Objective 2: 90% of all 3rd - 5th Graders will meet their Fitness Gram Goals.

Evaluation Data Sources: Fitness Gram

Strategy 1 Details		Formative Reviews		
Strategy 1: All students will routinely be provide engaging physical activity opportunities in the Physical Education classroom to increase fitness, flexibility, strength, & endurance. Strategy's Expected Result/Impact: Increase Fitness Gram 3rd- 5th grade students meeting established goal by 10%. Staff Responsible for Monitoring: Campus Administrators PE Teacher		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
Strategy 2: 3rd-5th grade students will participate in the LiINK Project. Strategy's Expected Result/Impact: Increase Fitness Gram 3rd- 5th grade students meeting established goal by 10%. Staff Responsible for Monitoring: Campus Administrators Classroom Teachers		Formative		
		Dec	Mar	June
0% No Progress		100% Accomplished		
		X Discontinue		

Goal 3: Excellence in Organizational Improvement: We will provide safe and structured environments for students, staff, and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7 & 8)

Performance Objective 3: The campus will use an evidence-based tiered system of behavioral support and a focused character education program to meet the behavioral needs of all students.

Evaluation Data Sources: Campus Discipline Data
Campus Survey Results

Strategy 1 Details		Formative Reviews		
Strategy 1: Continue to implement PBIS and STOIC / CHAMPS, Positive Behavior Intervention System, and RTI Tiered interventions for behavior support. Strategy's Expected Result/Impact: Decrease in office referrals, Increase in campus engagement Staff Responsible for Monitoring: Campus Administration Classroom Teachers Counselor PBIS Committee ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative		
		Dec	Mar	June
Strategy 2 Details		Formative Reviews		
Strategy 2: Eagle Mountain Elementary will promote a safe and healthy learning environment by providing a focused character education program (Positive Action). Strategy's Expected Result/Impact: Students will feel safe at school Decrease in student discipline Staff Responsible for Monitoring: Campus Administration Classroom Teachers Counselor		Formative		
		Dec	Mar	June
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 processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7 & 8)

Performance Objective 4: Eagle Mountain Elementary School will follow the District protocols/plan to ensure a safe and secure environment.

Evaluation Data Sources: CrisisGo Drill Logs
Campus Emergency Plan

Strategy 1 Details		Formative Reviews			
Strategy 1: Utilize CrisisGo Application protocols and Standard Response Protocols (SRP) with all staff, including substitutes, and participate in safety drills as required by state law. Strategy's Expected Result/Impact: Students and staff are well prepared for emergency situations. Staff Responsible for Monitoring: Campus Administration	0% No Progress 100% Accomplished ➔ Continue/Modify ✕ Discontinue	Formative			
		Dec	Mar	June	



Campus Improvement Committee

Name	Position	Signature
Jason Beaty	Principal	<i>Jason Beaty</i>
Dana Switzer	Assistant Principal	<i>Dana Switzer</i>
Madelyn Tittle	Kindergarten Teacher	<i>Madelyn Tittle</i>
Lisa Adams	First Grade Teacher	<i>Lisa Adams</i>
Pam English	Second Grade Teacher	<i>Pamela English</i>
Becky Jackson	Third Grade Teacher	<i>Becky Jackson</i>
Nala Beal	Fourth Grade Teacher	<i>Nala J. Beal</i>
Chase Pettit	Fifth Grade Teacher	<i>Chase Pettit</i>
Josephine Feipel	SPED Teacher	<i>Josephine Feipel</i>
Shellie Keefer	Counselor	<i>Shellie Keefer</i>
Sandra Short	Secretary	<i>Sandra Short</i>
Laura Illston	Instructional Specialist	<i>Laura Illston</i>
Meghan Lewis	Parent	<i>Meghan Lewis</i>
Mandi McGehee	Parent	<i>Mandi McGehee</i>

Kim Keeling

Fine Arts

Kim Keeling