Eagle Mountain-Saginaw Independent School District

Willow Creek Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Commit to Growth

Serve Others

Make a Positive Impact

Vision

Unite and collaborate to create a safe, positive, and creative community with high expectations for growth

Operational Visions

Culture Vision

Willow Creek is a diverse family built on positive interactions using collaboration, respect, and trust to ensure supportive relationships and growth for all.

Instructional Vision

In every classroom our instructional practice will be intentionally student-centered using backward design, engagement strategies, and rigorous content to meet learning goals.

Assessment Vision

Common formative (short cycle) and summative (DCA) assessments that are aligned with state and district standards will be given at WCES. Teachers will evaluate assessments to inform practice and intervene on behalf of students. Students will evaluate progress and adjust individual goals. Information will be communicated to parents regularly.

RTI Vision

All staff will commit to provide an engaging, consistent environment in which data driven instruction is purposefully planned and delivered to ensure growth for all learners.

Value Statement

Core Beliefs

We believe in **serving** with heart in all we do by focusing on others and making a difference throughout our community.

We believe in being **genuine** with sincere intentions.

We believe in developing and nurturing **positive relationships** within our community.

We believe embodying **respect** is treating others the way we want to be treated.

We believe in **collaborating** to maximize intervention, enrichment, and engagement.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

3-5 Data shows a need to focus on the percentage of students achieving the meets standards in the areas of Reading, Math, and Science.

K-2 Data shows a need to continue building success within current systems and offer support to ensure adequate growth is made in Reading and Math.

In order to promote a culture of excellence in kindness and minimize bullying we need intentional proactive measures. The counselor will focus on small groups and whole group guidance counseling.

Collaboration with a PLC process for all teams is necessary to ensure effective T1 instruction.

Data meetings will be conducted so that students are identified and appropriately grouped for T2 and T3 intervention.

To build parent capacity and strengthen partnership, family outreach activities will be scheduled and communication will be sent out in English and Spanish.

To promote a culture of schoolwide community, CHAMPS will be utilized in the classrooms and common areas.

Student Learning

Student Learning Strengths

School Processes & Programs

School Processes & Programs Summary

Essentials identified in unit planning include effective and varied instructional strategies, teacher created common assessments, and data analyzed to serve kids in Tier 1, 2, and 3.

School Processes & Programs Strengths

Culture of Professional Learning Community

CHAMPS will be utilized in common areas and in the classroom. Initial and refresher trainings are offered to the whole staff.

Posters will be created in Spanish for the common areas and bilingual classrooms.

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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 29, 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: 100% of Willow Creek teachers will follow Tier 1 curriculum documents and resources as identified by the curriculum department for EMS ISD. K-5 teachers will implement the district curriculum instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and will analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.

Evaluation Data Sources: Unit planning documents
Curriculum resources
Walk-throughs and observations
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs will be scheduled to develop formative assessments for low performing TEKS supported by research based strategies from resources such as Fountas & Pinnell, ICLE resources, Marzano, Anderson, and Lead4ward.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Lessons are observed through walk-throughs and observations from each of the quadrants (A,B,C, and D). STAAR results Common Assessments results **Staff Responsible for Monitoring:** Instructional Coaches Administrators Interventionists Lead Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: All teachers will complete lesson planning to include PDSA format Plan - learning target and TEKS DO - district resources, activities, questioning Study - assessment, (formative and summative); check for understanding ACT - closure (adjust, reteach, differentiation).	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Instructional coaches will lead PLCs to help teachers understand PDSA and how to utilize it for lesson design. Students will master TEKS for each grade level. DCA STAAR **Staff Responsible for Monitoring:** Teachers Interventionists Instructional Coaches Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Literacy and Math Coaches - 211 - Title 1, Part A - $117,000			

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 2: By the end of 2022-23, 90% of all kindergarten, first, and second grade students will achieve the EOY level of proficiency for their grade level on the BAS and mClass.

Evaluation Data Sources: BAS Assessment Results
mClass data (K-2)
Istation data
Data meeting spreadsheet noting T1, T2, and T3 (individual student growth using F/P BAS Data)
Walk-throughs and observations of Interactive/Shared Reading, and Reader's Workshop, Guided Reading, and Word Work
Unit planning documents
Lesson Plans
DCA results

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will assess K-2 students using the BAS system three times yearly while progress monitoring students in T1, T2, and T3 to monitor student achievement.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: 21-22 Data: K- (D) Eng: 33% K- (D) Span: 32% 1st- (J) Eng: 51% 1st- (J) Span: 36% 2nd- (M) Eng: 42% 2nd- (M) Span: 50% **Staff Responsible for Monitoring:** Classroom Teachers Interventionists Instructional Coaches Tutors Administration **Funding Sources:** Literacy Interventionists - 199 - State Compensatory Ed - $150,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use mCLass to identify targeted skills for intervention in Reading and for progress monitoring of intervention.	**Formative**		
Strategy's Expected Result/Impact: K -2 teachers will utilize mClass.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Interventionists Instructional Coaches Administration Teachers **TEA Priorities:** Build a foundation of reading and math			

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 2022-23, 80% all kindergarten, first, and second grade students will demonstrate mastery (Tier 1 or Levels 3 and above) as measured by iStation Math ISIP.

Evaluation Data Sources: Istation data
DCAs
Data meeting spreadsheet noting T1, T2, and T3 (individual student growth using F/P BAS Data)
Walk-throughs and observations
Unit planning documents
Lesson Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement the recommended number of minutes per week of iStation practice. Teachers will use iStation (practice, assignments, and intervention lessons) to grow in iStation.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Student scores will increase on MOY and EOY iStation assessments.			
Staff Responsible for Monitoring: Instructional Coaches Administration Teachers **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Instructional Coach - 211 - Title 1, Part A - $39,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will assess K-2 students using Istation three times yearly while progress monitoring students in T1, T2, and T3 to monitor student achievement. Teachers will utilize student data folders and tracking monthly ISIP scores.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Kindergarten will increase from 74% to 80%. First grade will increase from 70% to 80%. Second grade will increase from 38% to 80%.			
Staff Responsible for Monitoring: Classroom Teachers Interventionists Instructional Coaches Tutors Administration **Funding Sources:** Math Interventionist - 199 - State Compensatory Ed - $75,000			

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 4: By the end of the 22-23 school year, 60% of students in the subgroup "white" will meet or exceed mastery of the 22-23 STAAR Reading assessment.

High Priority

Evaluation Data Sources: BAS Assessment Results
Istation data
Data meeting spreadsheet noting T1, T2, and T3 (individual student growth using F/P BAS Data)
Walk-throughs and observations
Unit planning documents
Lesson Plans
DCA results
Interim assessments
STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will assess 3-5 students using the BAS system three times yearly for students on T2, T3, and all new students while progress monitoring students in T1, T2, and T3 to monitor student achievement.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: 3rd grade students will increase from 27.54% to 50% English and 34.48% to 50% Spanish--2020-2021 data. 4th grade students will increase meets to from 31% to 50% English and 25% to 50% Spanish in both Reading/Writing, as measured by STAAR. 5th grade Reading will increase from 49.37% to 50% meets (English). **Staff Responsible for Monitoring:** Classroom Teachers Interventionists Instructional Coaches Tutors Administration **Targeted Support Strategy - Additional Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will use Literacy Footprints to teach identified targeted skills for intervention in Reading and for progress monitoring of intervention.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Students will be identified for targeted skills that will be taught during WIN time. **Staff Responsible for Monitoring:** Interventionists Instructional Coaches Administration Teachers **TEA Priorities:** Build a foundation of reading and math **- 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 5: By the end of the 22-23 school year, 59% of students in the subgroup "white" will meet or exceed mastery of the 22-23 STAAR Math assessment. By the end of the 22-23 school year, 46% of all students will meet or exceed mastery of the 22-23 STAAR Math assessment.

High Priority

Evaluation Data Sources: Istation data
Data meeting spreadsheet noting T1, T2, and T3
Walk-throughs and observations
Unit planning documents
Lesson Plans
DCA results
Interim assessments
STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: Each 3rd-5th grade math teacher will be provided time to PLC to learn how to implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and how to analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Sept 6, Oct 11, Jan 2, Feb 21, 3rd-5th grade teachers will be provided with time to meet for PLC and professional learning on backwards design, data analysis, understanding TEKS, and instructional strategies with members of the Focus Team. **Staff Responsible for Monitoring:** Instructional Coaches Administration Teachers **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy - Additional Targeted Support Strategy**			

Strategy 2 Details	**Formative Reviews**		
Strategy 2: Teachers will assess 3-5 students using Istation three times yearly while progress monitoring students in T1, T2, and T3 to monitor student achievement.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers will use Savvas and iStation to give skill specific lessons for students identified for T2 instruction. **Staff Responsible for Monitoring:** Classroom Teachers Interventionists Instructional Coaches Administration **Targeted Support Strategy - Additional Targeted Support Strategy**			

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

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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 6: Accelerated instruction will be provided during WIN time for all students who failed to achieve satisfactory performance on the 3rd-5th Reading and Math STAAR.

Evaluation Data Sources: Student Data Folders
BOY, MOY, EOY screeners (iStation, Amplify, mCLASS, Let's Go Learn Diagnostic, etc.)
Short-term Assessments
District Common Assessments
State Interims
Reports from online platforms
Data will be analyzed, and acceleration plans monitored and adjusted through PLCs and/or Care Teams.

Strategy 1 Details	Formative Reviews		
Strategy 1: Data will be tracked by classroom teachers and interventionists for all students required to receive the 30 hours of accelerated instruction through T2, T3, and tutoring.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Identified areas of weakness will be targeted during intervention time. **Staff Responsible for Monitoring:** Classroom Teachers Interventionists Tutors for WCES Administration			

Strategy 2 Details	Formative Reviews		
Strategy 2: Resources will be provided for T2 intervention and for additional tutoring by classroom teachers during and after school for identified students needing accelerated instruction in Reading and Math.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Students receiving accelerated instruction will make adequate growth towards targeted skills from the previous school year's STAAR tests. **Staff Responsible for Monitoring:** Classroom Teachers Tutors for WCES Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Think it Up - 199 - General Fund - $3,000			

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 7: All students will have the opportunity to engage in SEL groups with the counselor as identified by teachers, students, and parents. Examples of groups will include grief, family changes, anger management, peer relations, social skills, and anxiety.

Evaluation Data Sources: Decrease in office referrals
Counselor feedback from teacher and parent referrals online
Teacher feedback
Parent feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Counselor will share SEL practices and activities including welcoming/inclusion activities, engaging strategies, brain breaks, transitions, and optimistic closures from SEL CASEL 3 Signature Practices Playbook. https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. **Staff Responsible for Monitoring:** Counselor Teachers Administration Social Worker Parent Liaison			

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff members will receive self care strategies for self and students a minimum of one time monthly shared by the counselor. Self care practices will include game, challenges, articles, calm techniques, and calendars.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Staff members will have the tools necessary to share with students and colleagues to assist each other in meeting SEL goals. **Staff Responsible for Monitoring:** Counselor Administration			

Strategy 3 Details	Formative Reviews		
Strategy 3: The counselor will organize and share results from the xSEL survey. Results will be used to determine student and class needs. https://xsel-labs.com/	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increase in student SEL			

Decrease in discipline referrals
Increase in positive office referrals

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 data will be tracked and analyzed for all K-5 students. Goal setting and portfolios will be used to evaluate individual understanding of the curriculum and measure individual growth.

> **Evaluation Data Sources:** Data Meetings
> Updated Spreadsheet after each meeting
> T2 and T3 forms in Success Ed
> Student goal setting folders/documents

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will conduct data conferences with students using data binders. Data binders will incorporate a minimum of these components: Where am I compared to where I need to be? What is my personal learning goal? Am I making progress? Are the processes I'm using helping me learn or moving me towards my goal? What could I do differently to get better learning results?	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Students will be aware of individual goals and understand assessment results, current levels, progress towards goals, processes that work, and changes to make improvements. **Staff Responsible for Monitoring:** Instructional Coaches Interventionists Administration Lead Teachers **TEA Priorities:** Build a foundation of reading and math			

Strategy 2 Details	Formative Reviews		
Strategy 2: Data meetings will be pre-planned after assessments to identify students that need additional targeted intervention. Data will be kept by our literacy and math specialists. Instructional coaches will meet with teachers that identify students in T2 to produce progress monitoring goals in the necessary subjects documented in Success Ed.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Data meetings monthly for teachers and CARE team meetings every Friday, as needed, for student concerns. **Staff Responsible for Monitoring:** Interventionists Instructional Coaches Administration Teachers			

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: All staff members will participate in PLCs at the appropriate grade or subject level to collaborate and impact student achievement.

Evaluation Data Sources: Unit planning documents
Agendas and Minutes
Administrator notes from PLCs

Strategy 1 Details	Formative Reviews		
Strategy 1: PLCs will be scheduled monthly to develop formative assessments for low performing TEKS supported by research based strategies from ICLE resources, Marzano, Hattie, and Lead4ward.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Lessons are observed through walk-throughs and observations from each of the quadrants (A,B,C, and D). STAAR Common Assessments **Staff Responsible for Monitoring:** Instructional Coaches Administrators Interventionists Lead Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, 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 3: Improve communication in English and Spanish by sending out weekly parent newsletters.

Evaluation Data Sources: Partnership with PTA for sponsored activities
Notes from the Family Engagement Committee
Smore newsletters sent weekly to parents with translation opportunities
Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Monitor customer service expectations to ensure a positive and welcoming experience at WCES.	**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 4: Encourage families to be a part of Family Literacy, Math, and Science Night and a variety of student performance opportunities/family nights to nurture school and family relationships. WCES will partner with PTA for family activities to increase parental support.

    Evaluation Data Sources: Event Planning Committee Minutes
    Teacher Input
    Parent Input

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will hold virtual fall parent conferences and share the Parent Engagement Policy, Title 1 Compact, and data binders focusing on goal setting for Math and Reading.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Parents will have an understanding of the Parent Engagement Policy and Title 1 Compact as well as other resources available to parents. **Staff Responsible for Monitoring:** Classroom Teachers Counselor Administration			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for student/parent/community involvement activities such as: Meet the Teacher, Grandparent's Lunch, PTA events such as Bingo and Fall Festival, Fine Arts Night, Parents as Partners Literacy Night, Spring Open House, Math/Science Night, and award ceremonies.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Students, parents, and the community will engage with WCES staff and WCES PTA to increase overall involvement with the school. **Staff Responsible for Monitoring:** Administration Leadership Team Event Committee **Funding Sources:** Food/Snacks for events - 211 - Title 1, Part A - $2,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Administration will hold an Annual Title 1 Meeting to distribute the Parent Engagement Policy as well as to inform parents of Title 1 status and requirements in Spanish and English.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Parent Engagement Policy will be distributed to parents as well as a list of resource available.			

Staff Responsible for Monitoring: Administration
Social Worker

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 training in Standard Response Protocol and CRAZE on how to react during emergency events that might take place.

Evaluation Data Sources: PD Agenda
PowerPoint training slides
Drill logs
Debrief notes after each drill

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will receive Safety and Security training including information on all drills. All teachers will be able to access Crisis Go and understand how to use the program.	**Formative**		
Staff Responsible for Monitoring: Assistant Principal	**Dec**	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: 100% of staff and students will participate in 11 safety drills including drills for holds, fire, evacuation, lockout, lock down, shelter for hazmat and weather throughout the school year utilizing the standard response protocols.	**Formative**		
Strategy's Expected Result/Impact: Staff and student understanding of each drill utilizing the standard response protocols.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administration			

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 students and staff implement will implement CHAMPS in all common areas and in classrooms.

Evaluation Data Sources: CHAMPS training (refresher and initial)
Decrease in office referrals
Increase in positive office referrals
Walk-throughs and observation data

Strategy 1 Details	Formative Reviews		
Strategy 1: The PBIS committee will share out ideas for implementation and behavior intervention strategies for T1. The SSA coach will provide training as well as modeling for teachers for individual needs.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in learning and decrease in behaviors that prohibit learning. **Staff Responsible for Monitoring:** Instructional Coaches **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Students will be recognized for their positive actions and recognized by staff members for their behaviors related to good citizenship utilizing character traits.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Increased positive behaviors **Staff Responsible for Monitoring:** Assistant Principal SSA Teacher **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of staff will have the opportunity to volunteer to serve on the PBIS committee helping to form school wide procedures for common areas and student incentives.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Unified campus expectations for common areas **Staff Responsible for Monitoring:** Administration PBIS committee			

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 3: Student attendance for 2021-22 was 95.14% . Student attendance for the year will meet the target goal of 97%.

Evaluation Data Sources: Attendance Reports
Truancy Meeting Minutes
Communication Logs from teachers

Strategy 1 Details	Formative Reviews		
Strategy 1: A leadership team for current 5th grade students will be established to encourage attendance in each grade level, serve as morning greeters, offer support to office staff, and serve as role models for WCES.	**Formative**		
	Dec	Mar	June
Strategy's Expected Result/Impact: Increase leadership skills in students Allow students to see peers in leadership roles Teach real world applications such as interviewing, speaking in public, and communication skills. **Staff Responsible for Monitoring:** Librarian Administration Office 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 4: Create and develop an on-boarding process for all new staff members to include designated meetings to answer questions and offer assistance as needed.

Strategy 1 Details	Formative Reviews		
Strategy 1: Monthly meeting with all new staff to discuss topics of choice, answer questions regarding policies/procedures, or receive training from appropriate personnel.	**Formative**		
Strategy's Expected Result/Impact: Risk-free environment will be developed for all new staff members to feel comfortable asking questions and understanding expectations at WCES. **Staff Responsible for Monitoring:** Administration Instructional Coaches	**Dec**	**Mar**	**June**

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

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	1	Teachers will assess 3-5 students using the BAS system three times yearly for students on T2, T3, and all new students while progress monitoring students in T1, T2, and T3 to monitor student achievement.
1	4	2	Teachers will use Literacy Footprints to teach identified targeted skills for intervention in Reading and for progress monitoring of intervention.
1	5	1	Each 3rd-5th grade math teacher will be provided time to PLC to learn how to implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and how to analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.
1	5	2	Teachers will assess 3-5 students using Istation three times yearly while progress monitoring students in T1, T2, and T3 to monitor student achievement.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	1	Teachers will assess 3-5 students using the BAS system three times yearly for students on T2, T3, and all new students while progress monitoring students in T1, T2, and T3 to monitor student achievement.
1	4	2	Teachers will use Literacy Footprints to teach identified targeted skills for intervention in Reading and for progress monitoring of intervention.
1	5	1	Each 3rd-5th grade math teacher will be provided time to PLC to learn how to implement the district curriculum math instructional frameworks, use research based instructional strategies, provide clarity of purpose of learning, and how to analyze data using the PDSA model so that instruction can adapt to the specific needs of the students.
1	5	2	Teachers will assess 3-5 students using Istation three times yearly while progress monitoring students in T1, T2, and T3 to monitor student achievement.

State Compensatory

Budget for Willow Creek Elementary

Total SCE Funds: $225,000.00
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Willow Creek Elementary

Name	Position	FTE
Crystal	Barnhill	1
Cynthia	Harbster	1
Shelya Rodriguez	Bilingual Interventionist	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment is added as an addendum to the CIP.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIP developmed with staff members, parents, and community members.

2.2: Regular monitoring and revision

CIP is monitored and revised as needed a minimum of three times yearly.

2.3: Available to parents and community in an understandable format and language

CIP will be uploaded by the district and availalbe to parents and community.

2.4: Opportunities for all children to meet State standards

All students have access to Tier 1, high quality instruction.

2.5: Increased learning time and well-rounded education

Teachers and students follow the instructional minutes set forth by the district for all core content areas.

2.6: Address needs of all students, particularly at-risk

CIP addresses the needs of all students including at-risk and economically disadvantaged.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

CIP is evaluated in May of each year by the CPAC.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Targeted assistance is addressed in the CIP for subgroups of "white" and all students.

Title I Personnel

Name	Position	Program	FTE
Renee Gillen	Title 1 Coach	Math	.5
Tori Swanson	Title 1 Coach	ELAR	1.0

Campus Funding Summary

			199 - General Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Think it Up		$3,000.00
				Sub-Total	$3,000.00
			211 - Title 1, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Literacy and Math Coaches		$117,000.00
1	3	1	Instructional Coach		$39,000.00
2	4	2	Food/Snacks for events		$2,000.00
				Sub-Total	$158,000.00
			199 - State Compensatory Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Literacy Interventionists		$150,000.00
1	3	2	Math Interventionist		$75,000.00
				Sub-Total	$225,000.00

Addendums

WCES Accelerated Instruction Plan

o Schedule by content and grade level

For any student who did not pass STAAR grades 3 and 4, no less than 30 hours of accelerated instruction will be delivered in the 2021-2022 school year (starting in fall 2021). Accelerated instruction will be from certified classroom teachers or tutors delivering supplemental instruction after school or embedded in the school day meeting HB4545 requirements.

Students will be grouped according to grade level and skills identified in areas of concern for both Reading and Math

o Description of tutoring format

Students on Tier 2 intervention will receive additional classroom support during Tier 1 time and Tier 2 time to address targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and content area. This instruction will be in addition to the normal instruction provided to students. The instruction will be designed to assist the student in achieving satisfactory performance in the content area and will not be scheduled during foundation curriculum, enrichment curriculum, recess, or physical activity.

Students on Tier 3 intervention will receive additional classroom support during Tier 1 time and Tier 3 time to address targeted Texas Essential Knowledge and Skills (TEKS)-aligned instruction for the applicable grade level and content area. This instruction will be in addition to the normal instruction provided to students. The instruction will be designed to assist the student in achieving satisfactory performance in the content area and will not be scheduled during foundation curriculum, enrichment curriculum, recess, or physical activity.

o Group sizes

Student will receive instruction in a small group environment (if parent waiver is signed). If a waiver is not signed by parents allowing groups more than three, then the students will be in a group size of no more than 3 students.

o Dates

Tutoring will begin September 8, 2021 and will continue until the 30 hours per necessary subject is completed.

o Progress monitoring process

Teachers and tutors will use progress monitoring for all students receiving accelerated instruction. For ELAR, teachers will use Running Records and Istation assessments. For Math, teachers will use Istation. Students in Tier 2 will receive progress monitoring every 3-4 weeks, and students in Tier 3 will receive progress monitoring every 2-3 weeks. Parents will receive a copy of the progress monitoring documentation at a minimum of once every 4 weeks.

o Process for evaluating program effectiveness. This will be reported at the district level periodically throughout the year.

Administration will be observing during tutoring times throughout the day as well as after school. Teacher input and parent input will be gathered focusing on curriculum, resources, progress monitoring tools, and communication.

Accountability Summary 2018 - 2021

Name of Campus	WILLOW CREEK EL
Campus Number	220918114

Student Achievement	Raw Component Score			
	2018	2019	2020	2021
STAAR Performance	49	45		40
College, Career and Military Readiness (2018-2020 Rules)	N/A	N/A	N/A	
% Military Enlistment	#N/A	#N/A	N/A	<- Hand enter from 2020 CCMR Accountability Data Report*
% CTE Coherent Sequence	#N/A	#N/A	N/A	
College, Career and Military Readiness (2021 Rules) **				N/A
Graduation Rate	N/A	N/A	0.0	N/A

** *The calculation of CCMR changed significantly in 2021.*
The following 2 data measures that were __included__ *in the calculation of CCMR in 2018, 2019 and 2020 were* __excluded__ *beginning in 2021:*

1. *Military Enlistment (which is excluded from accountability calculations until reliable data can be obtained directly from the US Armed Forces)*
2. *The 1/2 point CCMR credit for a CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an IBC*

In order to allow for a more applicable comparison of 2021 CCMR with previous years, the CCMR scores reported in this row have been adjusted by subtracting the percentage of students who met CCMR based on military enlistment or based on the 1/2 point credit for coherent sequence CTE from the CCMR scores reported for 2018, 2019 and 2020.

School Progress	Raw Component Score			
	2018	2019	2020	2021
Academic Growth	74	68		
Relative Performance (STAAR Performance and CCMR)	49	45		40
Relative Performance (% EcoDis)	48.6%	45.7%		51.3%

Closing the Gaps	% of Indicators Met			
	2018	2019	2020	2021
Academic Achievement Status	71%	31%		36%
Growth Status	93%	57%		
Graduation Status	N/A	N/A		N/A
English Language Proficiency Status	100%	100%		100%
Student Success Status (STAAR Performance)	89%	50%		44%
School Quality Status (CCMR)	N/A	N/A		N/A

* To access the 2020 Accountability Data Report, click on:

https://rptsvr1.tea.texas.gov/perfreport/account/acct_srch.html

Then select 2019-20 School Year, Campus Level Report, Your School District. Then select View Report for your campus.

In the blue bar at the top of the screen, hover your mouse over Student Achievement and select CCMR.

CIP Goals (K-2) Reading

Goal 1: STUDENT ACHIEVEMENT: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 1: By the end of the 20-21 school year, **85% of K-2** students will grow a minimum of a year's growth as measured by Fountas & Pinnell BAS.

K – 2 BAS Reading Data					
Grade Level	Growth (1 Year)	CIP %		Met EOY Grade Level Expectation %	EOY Grade Level Expectation %
Kindergarten	75%	-10%		72%	-28%
First Grade	79%	-6%		59%	-41%
Second Grade	83%	-2%		78%	-22%

21/22 CIP Goal Statement:

Performance objective 1: By the end of 21-22 school year, _____% of K-2 students will meet grade level expectations or above as measured by Fountas & Pinnell BAS.

CIP Goals (3-5) Reading

Goal 1: <u>STUDENT ACHIEVEMENT</u>: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

<u>Performance Objective 2</u>: By the end of the 20-21 school year, **<u>3rd grade</u>** students will increase to 50% in both Reading and Math as measured by STAAR. 3rd grade Reading will increase from 37% to 50%, and 3rd grade Math will increase from 35% to **<u>50%</u>**.

<u>Performance Objective 3</u>: By the end of the 20-21 school year, **<u>4th grade</u>** students will increase to 50% in both Reading and Math as measured by STAAR. 4th grade Reading will increase from 40% to 50%, and 4th grade Math will increase from 31% to **<u>50%</u>**.

<u>Performance Objective 4</u>: By the end of the 20-21 school year, **<u>5th grade</u>** students will increase to 60% in both Reading and Math as measured by STAAR. 5th grade Reading will increase from 51% to 60%, and 5th grade Math will increase from 56% to **<u>60%</u>**.

3-5 STAAR Data Reading					
Grade Level	Did Not Meet Approaches	Approaches	Meets	Masters	CIP %
3rd - English	39.13%	60.87%	27.54%	13.04%	-22.46%
3rd - Spanish	44.83%	55.17%	34.48%	27.59%	-15.52%
4th - English	45.83%	54.17%	30.56%	20.83%	-19.44%
4th - Spanish	37.50%	62.50%	25.00%	12.50%	-25.00%
5th - English	18.99%	81.01%	49.37%	31.65%	-10.63%
5th - Spanish	20.00%	80.00%	50.00%	30.00%	-10.00%

2020-2021 Istation Math EOY

Grade	Tier 1	Tier 2	Tier 3
Kinder	74%	17%	9%

1st Grade	70%	18%	12%

2nd Grade	38%	25%	35%

Performance Objective: By the end of the 21-22 school year, **Kindergarten** students will increase to _____ in Math as measured by Istation.

Performance Objective: By the end of the 21-22 school year, **1st grade** students will increase to _____ in Math as measured by Istation.

Performance Objective: By the end of the 21-22 school year, **2nd grade** students will increase to _____ in Math as measured by Istation.

CIP Goals (3-5)

Goal 1: <u>STUDENT ACHIEVEMENT</u>: We will provide quality Tier I instruction and systematic intervention to ensure high levels of learning for all students (ASPIRE 1, 2, 4, 5).

Performance Objective 2: By the end of the 20-21 school year, <u>3rd grade</u> students will increase to 50% in both Reading and Math as measured by STAAR. 3rd grade Reading will increase from 37% to 50%, and 3rd grade Math will increase from 35% to 50%.

Performance Objective 3: By the end of the 20-21 school year, <u>4th grade</u> students will increase to 50% in both Reading and Math as measured by STAAR. 4th grade Reading will increase from 40% to 50%, and 4th grade Math will increase from 31% to 50%.

Performance Objective 4: By the end of the 20-21 school year, <u>5th grade</u> students will increase to 60% in both Reading and Math as measured by STAAR. 5th grade Reading will increase from 51% to 60%, and 5th grade Math will increase from 56% to 60%.

STAAR Data Math					
Grade Level	Did Not Meet Approaches	Approaches	Meets	Masters	CIP %
3rd	36%	64%	26%	10%	-24%
4th	43%	57%	34%	21%	-16%
5th	27%	73%	49%	34%	-11%

Campus	Total # Total #	Male	%	Female	%	Multi-Race	%	Am Indian AK Native	%	Asian	%
114	603	313	51.9%	290	48.1%	31	5.1%	32	5.3%	20	3.3%
Total	603	313	51.9%	290	48.1%	31	5.1%	32	5.3%	20	3.3%

Campus Totals

Black	%	Native HA/OPI	%	White	%	Hispanic	%	Econ Dis	%	Special Ed	%	Section 504
43	7.1%	2	0.3%	475	78.8%	355	58.9%	339	56.2%	68	11.3%	28
43	7.1%	2	0.3%	475	78.8%	355	58.9%	339	56.2%	68	11.3%	28

	%	At Risk	%	ELL	%	Gifted	%
	4.6%	396	65.7%	215	35.7%	19	3.2%
	4.6%	396	65.7%	215	35.7%	19	3.2%

Executive Summary

in March for Willow Creek Elementary School

Istation
Supporting Educators. Empowering Kids.
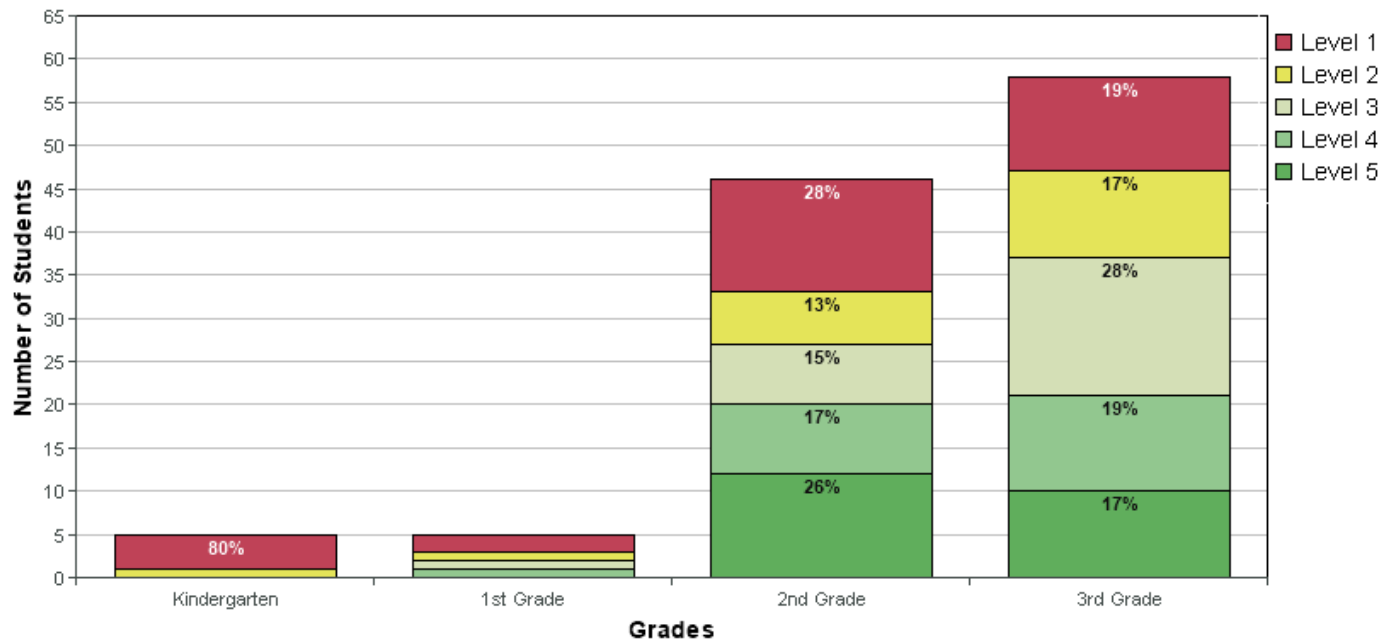Changing Lives.

Eagle Mountain - Saginaw ISD - 2021/2022
as of Tue Mar 08 2022 09:40:02 AM (-06:00)

Below you will find ISIP™ data from **Willow Creek Elementary School** that has been collected for **March**. The students' score is used as the dividing line to determine students potentially at risk.

ISIP Early Reading Summary (March 2022)

Legend:
- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

Kindergarten: Level 1 80%

2nd Grade: Level 1 28%, Level 2 13%, Level 3 15%, Level 4 17%, Level 5 26%

3rd Grade: Level 1 19%, Level 2 17%, Level 3 28%, Level 4 19%, Level 5 17%

Total number of students who have been assessed using **ISIP Early Reading** in March: 114
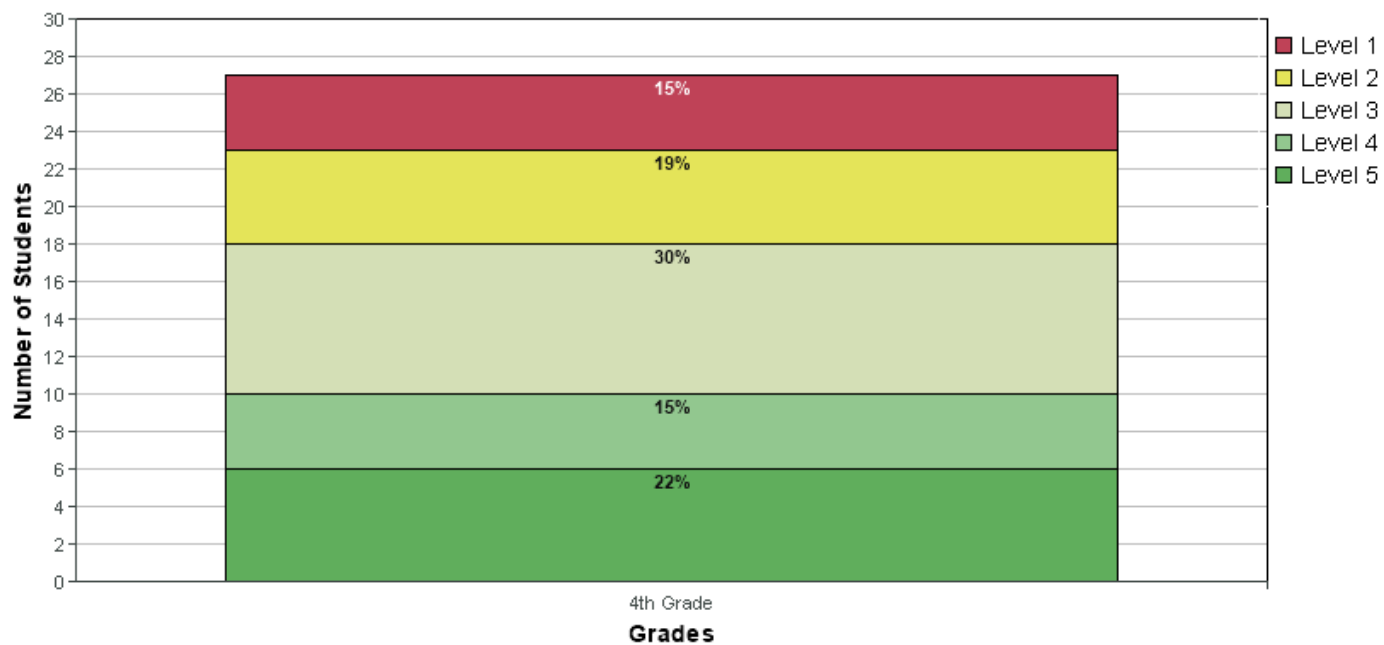
ISIP Advanced Reading Summary (March 2022)
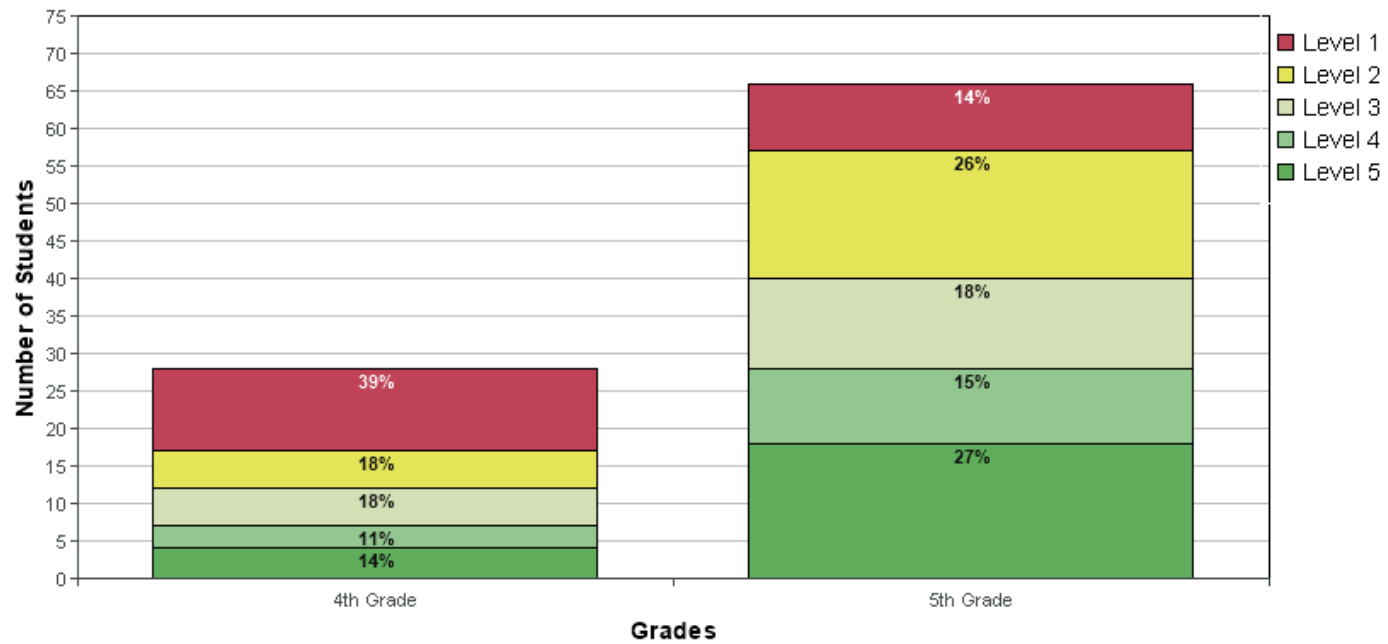
Total number of students who have been assessed using **ISIP Advanced Reading** in March: 94
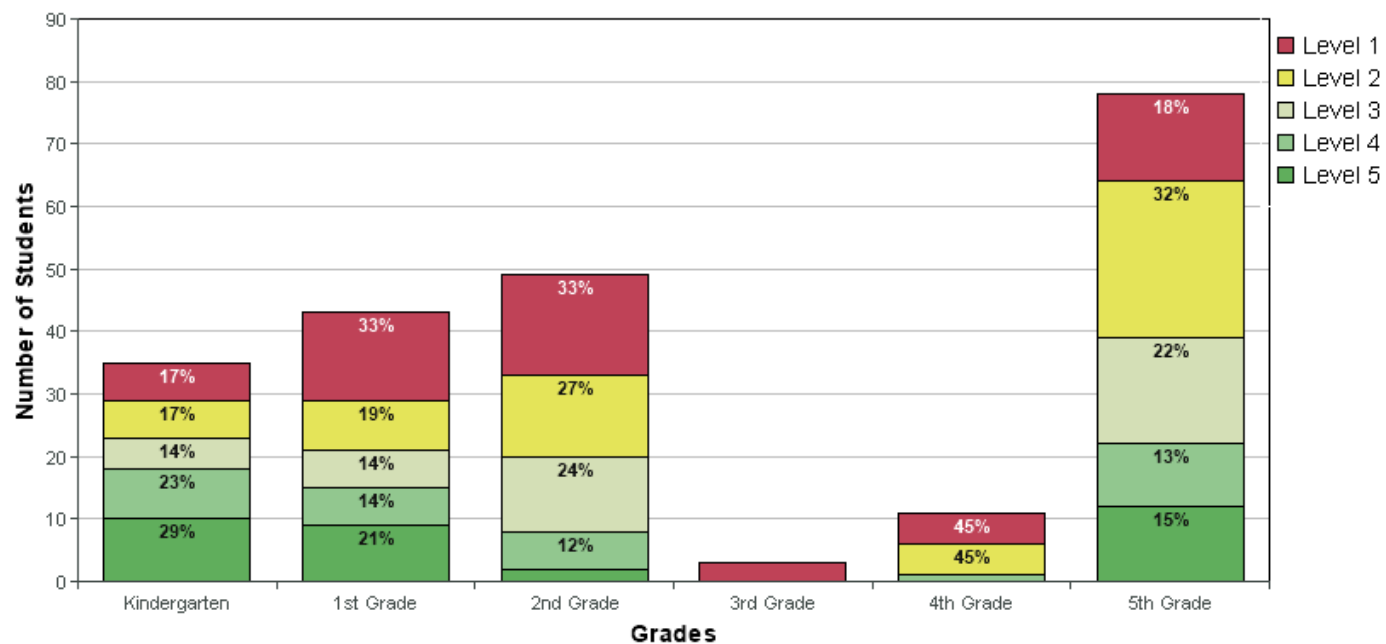
ISIP Lectura Temprana Summary (March 2022)
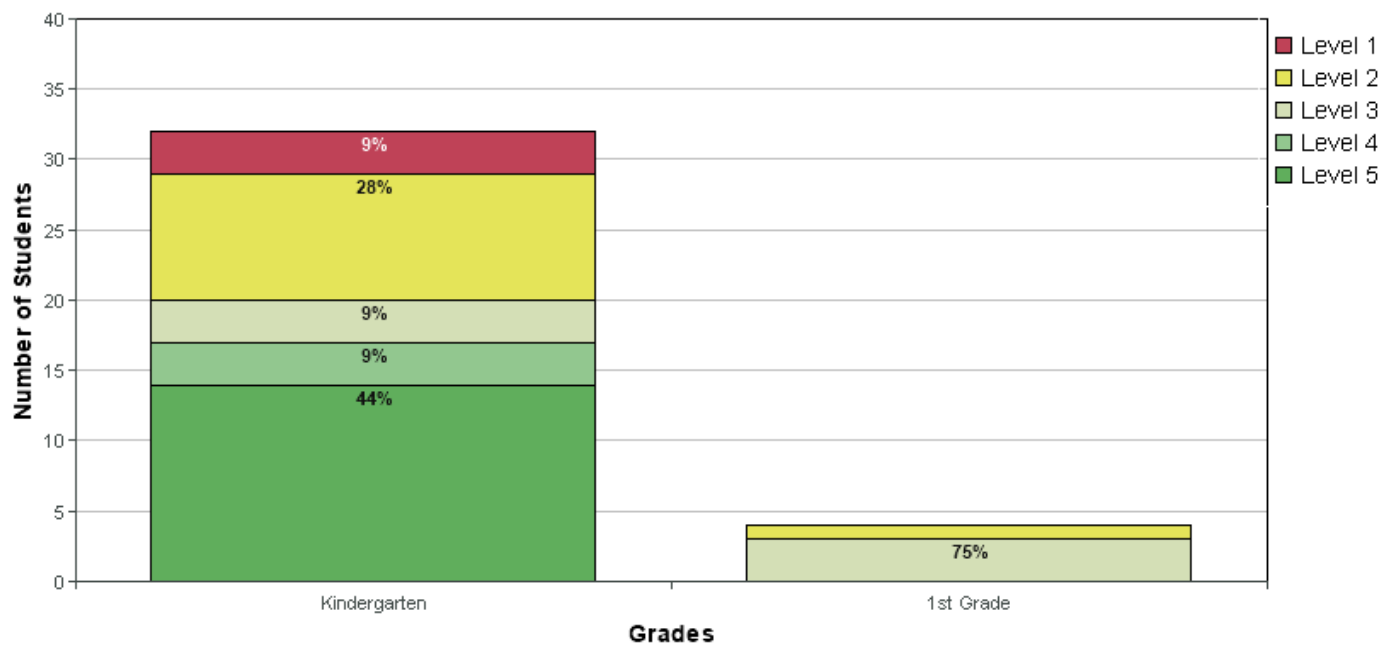
Total number of students who have been assessed using **ISIP Lectura Temprana** in March: 36

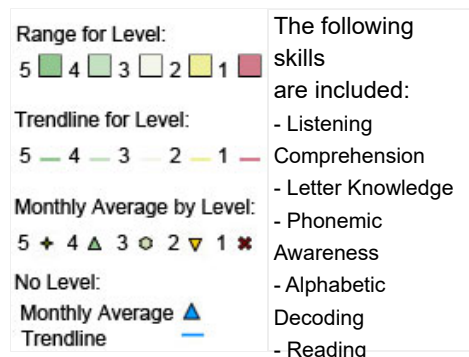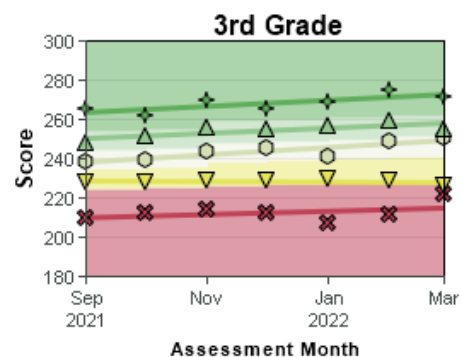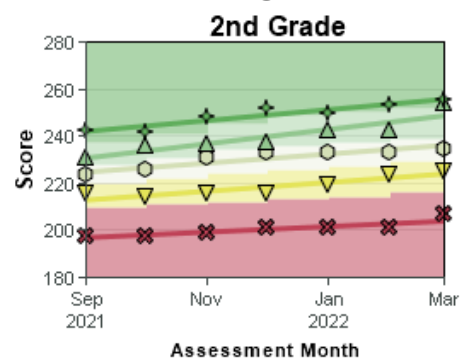## ISIP Lectura Avanzada Summary (March 2022)

Total number of students who have been assessed using **ISIP Lectura Avanzada** in March: 27

ISIP Math Summary (March 2022)

Total number of students who have been assessed using **ISIP Math** in March: 219

ISIP Early Reading - Skill Growth by Level - Overall Reading

Kindergarten

1st Grade

2nd Grade

3rd Grade

Range for Level:
5 4 3 2 1

Trendline for Level:
5 — 4 — 3 — 2 — 1 —

Monthly Average by Level:
5 ✦ 4 △ 3 ○ 2 ▽ 1 ✖

No Level:
Monthly Average △
Trendline —
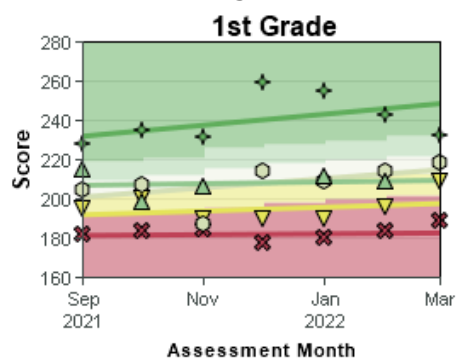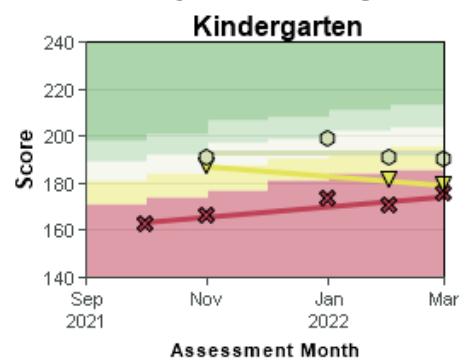
The following skills
are included:
- Listening Comprehension
- Letter Knowledge
- Phonemic Awareness
- Alphabetic Decoding
- Reading Comprehension
- Vocabulary
- Spelling

ISIP Advanced Reading - Skill Growth by Level - Overall Reading

4th Grade

Score

2400	
2200	
2000	
1800	
1600	
1400	

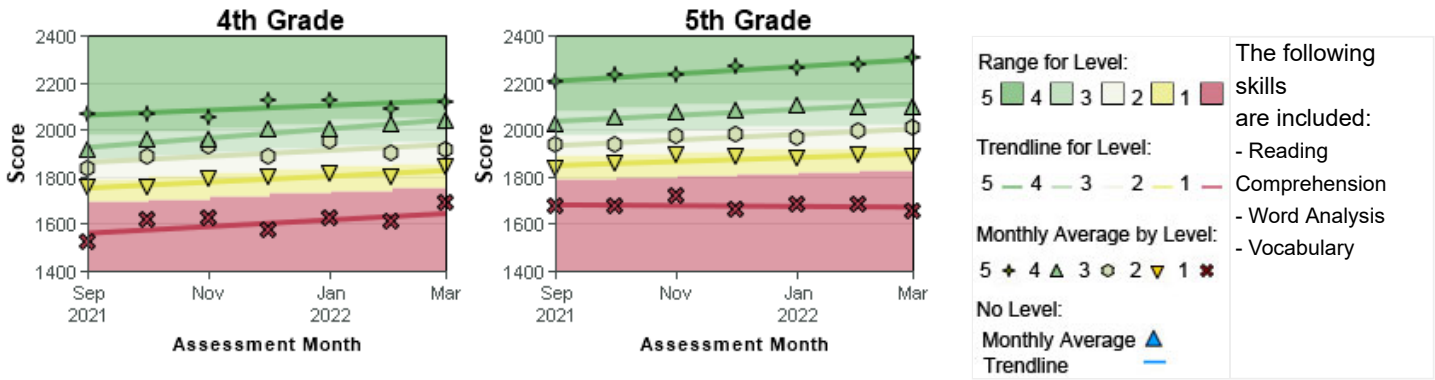Assessment Month

Sep 2021 — Nov — Jan 2022 — Mar

5th Grade

Score

2400	
2200	
2000	
1800	
1600	
1400	

Assessment Month

Sep 2021 — Nov — Jan 2022 — Mar

Range for Level:

5 4 3 2 1

Trendline for Level:

5 — 4 — 3 — 2 — 1 —

Monthly Average by Level:

5 ✦ 4 △ 3 ⬡ 2 ▽ 1 ✖

No Level:

Monthly Average △
Trendline —

The following skills
are included:
- Reading Comprehension
- Word Analysis
- Vocabulary

ISIP Lectura Temprana - Skill Growth by Level - Overall Reading

The following skills are included:
- Vocabulary
- Reading Comprehension
- Phonemic and Phonological Awareness
- Written Communication
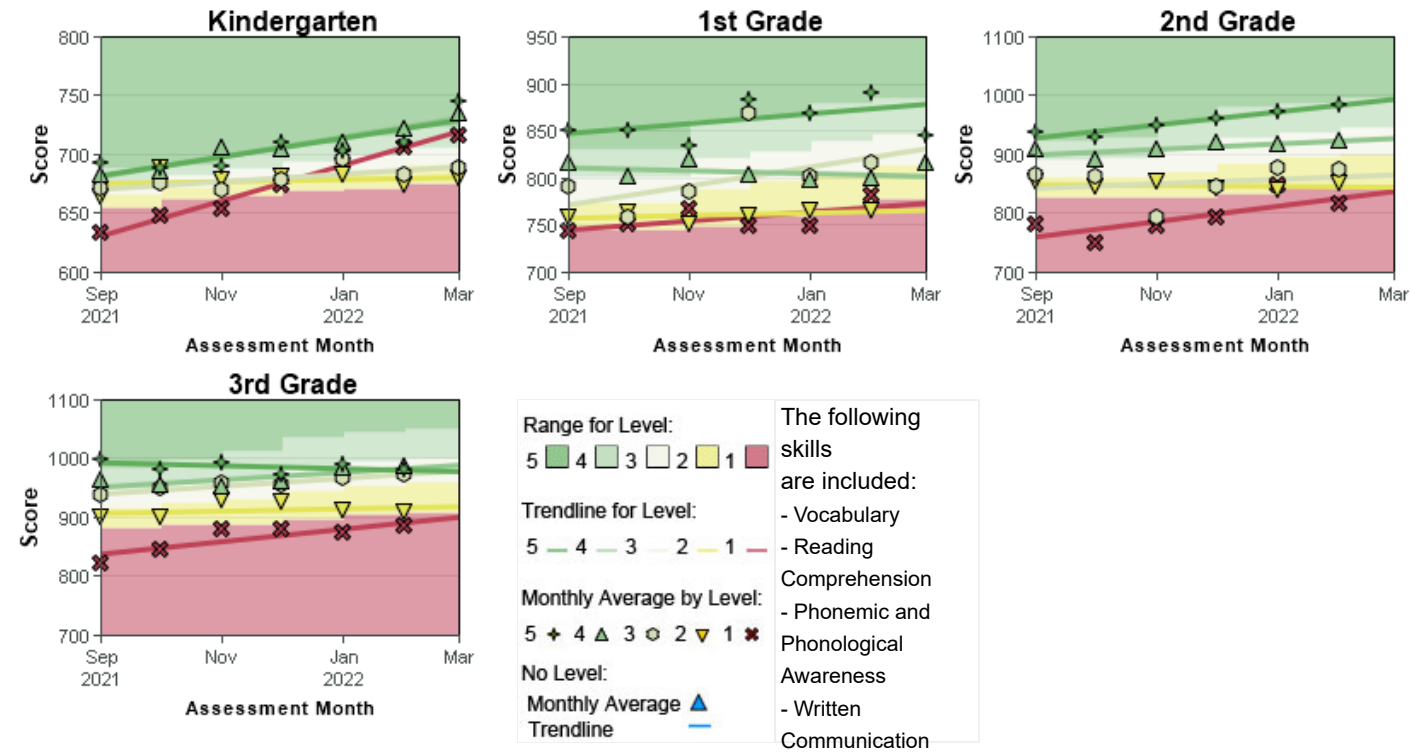
ISIP Lectura Avanzada - Skill Growth by Level - Overall Reading

4th Grade

5th Grade

Range for Level:

5 ▮ 4 ▮ 3 ▯ 2 ▮ 1 ▮

Trendline for Level:

5 — 4 — 3 — 2 — 1 —

Monthly Average by Level:

5 ✦ 4 △ 3 ○ 2 ▽ 1 ✖

No Level:

Monthly Average ▲

Trendline —

The following skills
are included:
- Reading
Comprehension
- Vocabulary
- Word Analysis
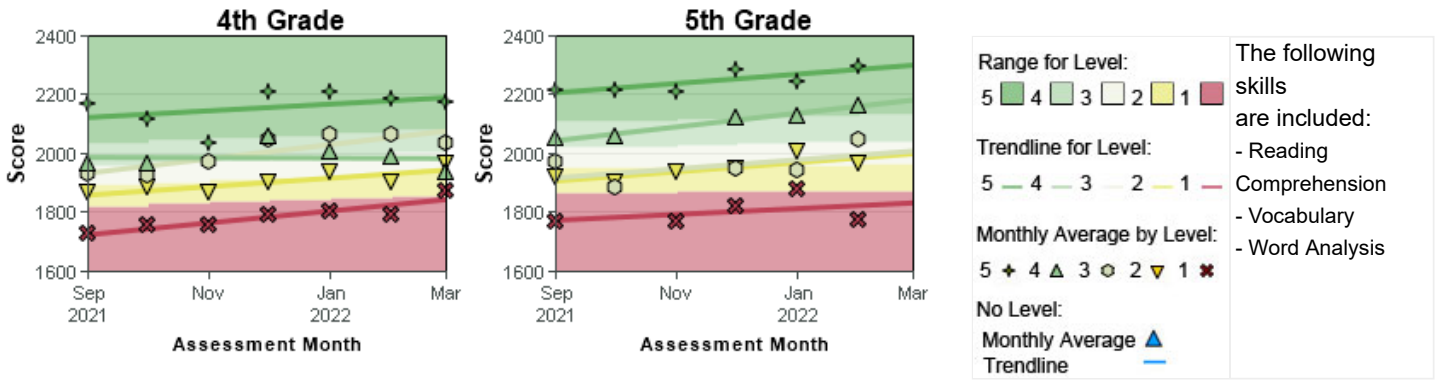
ISIP Math - Domain Growth by Level - Overall Math
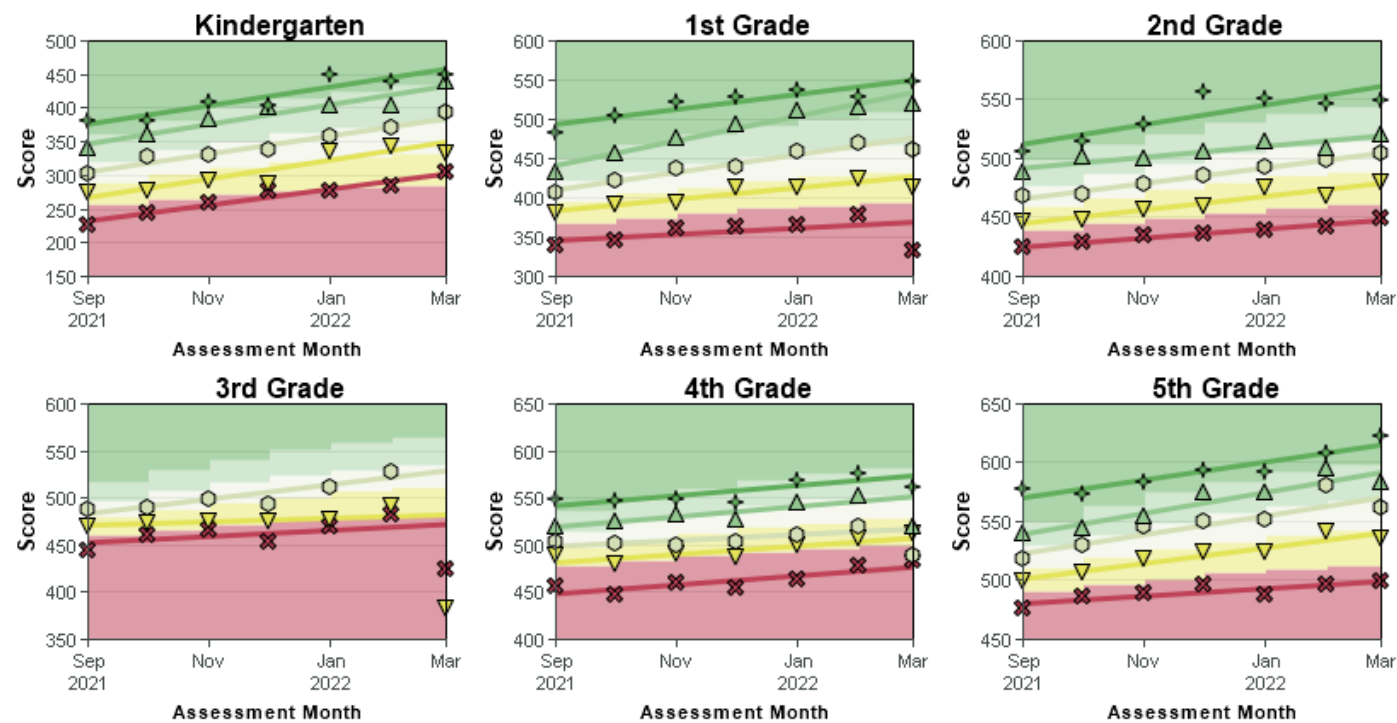
Range for Level:

5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐

Trendline for Level:

5 — 4 — 3 — 2 — 1 —

Monthly Average by Level:

5 ✦ 4 △ 3 ⬡ 2 ▽ 1 ✖

No Level:

Monthly Average ▲
Trendline —

Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: Now Grade: Grade K District: Eagle Mountain Saginaw ISD School: WILLOW CREEK ELEMENTARY	School Year: 2021-2022 Period: All Periods	Measure: Composite Score Level Filter: All Levels

Eagle Mountain Saginaw ISD   Current as of 03/08/2022

↳ WILLOW CREEK ELEMENTARY

  ↳ Grade K

Measures		20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY 28(45%)			14(22%)	10(16%)	11(17%)	63
	21-22 MOY 21(31%)		10(15%)	23(35%)		13(19%)	67

Comparing Populations: IDEL

View	Population	Time	Measure
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: Now Grade: Grade K District: Eagle Mountain Saginaw ISD School: WILLOW CREEK ELEMENTARY	School Year: 2021-2022 Period: All Periods	Measure: Instructional Recommendation Performance Measurement: Levels Level Filter: All Levels

School	■ Intensive	■ Strategic	■ Benchmark	Total Students

↳ Eagle Mountain Saginaw ISD — Current as of 03/08/2022

Grade K — **Reference Data** Reference Point: **District**

21-22 BOY	31(35%) 17(19%) 40(46%)	88
21-22 MOY	19(22%) 28(32%) 41(46%)	88

WILLOW CREEK ELEMENTARY

21-22 BOY	11(35%) 5(16%) 15(49%)	31
21-22 MOY	4(12%) 15(46%) 14(42%)	33

Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: Now Grade: Grade 1 District: Eagle Mountain Saginaw ISD School: WILLOW CREEK ELEMENTARY	School Year: 2021-2022 Period: All Periods	Measure: Composite Score Level Filter: All Levels

Eagle Mountain Saginaw ISD	Current as of 03/08/2022

↳ WILLOW CREEK ELEMENTARY

  ↳ Grade 1

Measures	20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY 28(38%)	19(26%)	12(16%)	15(20%)	74
	21-22 MOY 35(44%)	15(19%)	15(19%)	14(18%)	79

Comparing Populations: IDEL

View	Population	Time	Measure
Segment Results by: School Report Level: District Grade Divider: On Display Data As: Percentage	Show Students Enrolled: Now Grade: Grade 1 District: Eagle Mountain Saginaw ISD School: WILLOW CREEK ELEMENTARY	School Year: 2021-2022 Period: All Periods	Measure: Instructional Recommendation Performance Measurement: Levels Level Filter: All Levels

School	■ Intensive	■ Strategic	■ Benchmark	Total Students

↳ Eagle Mountain Saginaw ISD　　　　　　　　　　　　　　　　　　　　　　　　Current as of 03/08/2022

Grade 1	**Reference Data**　Reference Point: **District**			

	21-22 BOY	17(22%)	36(45%)	26(33%)	79
	21-22 MOY	20(25%)	14(18%)	46(57%)	80
WILLOW CREEK ELEMENTARY	21-22 BOY	7(18%)	15(39%)	16(43%)	38
	21-22 MOY	6(16%)	6(16%)	25(68%)	37