

Eagle Mountain-Saginaw Independent School District

Boswell High School

2024-2025 Campus Improvement Plan



Mission Statement

Through an unyielding commitment to fostering a culture of excellence for every student, BHS, in partnership with faculty, staff and community will intentionally provide a high-quality education. We will excel in our mission through researched-based teaching strategies, involvement in extracurricular activities, and preparing all students for post-secondary college or career opportunities.

Vision

To foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

Value Statement

Boswell High School has co-created Collective Commitments. These commitments serve as our Core Beliefs:

Take responsibility for student learning.

Work together in true collaborative teams.

Define clearly what every student needs to learn.

Constantly evaluate effectiveness.

Respond collectively when students do not master the material.

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Comprehensive Needs Assessment

Revised/Approved: June 30, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

We began the year by celebrating our academic achievements by recognizing teachers who had students perform above the state and national averages on EOC, AP Exams, and OnRamps. While we made continued gains in academic achievement compared to the past two years, our focus this year will be on the academic growth criteria set for TEA accountability ratings, specifically in CCMR.

We know and understand the complexity of the support that staff and students need daily, and we look forward to improving our processes and procedures to ensure that support is provided.

Demographics

Demographics Summary

Boswell High School has a diverse student body with a growing economically disadvantaged population. Boswell High School continues to train staff to increase awareness of working with students who come from poverty and meet the academic, emotional, and social needs of economically disadvantaged students.

Our current demographics, according to Forcast5, are as follows:

TOTAL STUDENTS	3573
American Indian	0.08%
Asian	4.2%
Black	13.45%
Hispanic / Latino	37%
Native Hawaiian	0.23%
White	39.06%

Economically Disadvantaged	38.6%
Limited English Proficient	7.93%
At-Risk	25.86%
Special Ed Status	9.87%

Demographics Strengths

Boswell High School has an increasing diverse population. Therefore, in response our hiring practices are intentional in hiring the best candidate as well as a reflection of our student population.

School Processes & Programs

School Processes & Programs Summary

Boswell High School will focus on continuous improvement in instruction, curriculum, personnel, and organization to help support student achievement. Instruction will be addressed through the following platforms:

- PLC's
- AVID Instructional Strategies
- ICLE Rigor/Relevance/Relationship Framework
- High-Yield Instructional Strategies
- Formative Assessments
- Protocols
- Instructional Rounds
- Fundamental 5
- Mentor Program
- T-TESS

Boswell High School teachers utilize the district curriculum and assist in the development of both district and campus common-embedded assessments. In curriculum, continuous improvement is being addressed through:

- CLC's
- PLC's
- Common Lesson Planning
- DCA's

Boswell High School celebrates teachers regularly through newsletters, personal note cards, social media platforms, and special events to maintain retention. Personnel recruitment, support, and retention are being addressed through:

- The administrative team makes necessary instructional assignments
- On-going professional development
 - Rigor/Relevance Rubric Training
 - Relevant professional development
 - Team Building
 - Data Protocols Training
 - Community Builders
- Mentor Teacher support for novice teachers
- Monthly novice teacher lunch with administrator
- Continued building of teacher leadership capacity
 - Admin. Interns
 - Level Leads
 - Department Leads
 - Committee Members
 - Leadership Roles

Boswell High School's organizational layout is designed to build relationships among peers and increase service to our students through the following:

- Counseling Office suite continues to be in front of the school to help support students and counseling staff.
- Administrators are placed in centrally located offices to help support one another and develop relationships.
- More paraprofessional staff moved to the front of the school to provide better customer service to students and parents.
- Paraprofessional duties and responsibilities adjusted for efficiency and strengths.
- Administrative responsibilities adjusted for efficiency and strengths.

Perceptions

Perceptions Summary

Boswell High School has a long history of intact traditions coupled with new legacies. Our focus continues to be on maintaining high expectations, engagement, accountability, relationships, and teams to serve as a reminder of our expectations and practices that make Boswell unique.

This upcoming year, we will focus on the quality and frequency of instructional strategies in the classroom, establishing instructional rounds for level leads, and doing a deep dive on accommodations provided to students and how to better serve our students with IEPs.

Perceptions Strengths

Boswell has established a celebratory and academic culture with the students and faculty.

Faculty meetings are solely comprised of professional learning designed to increase teacher capacity and improve student achievement by utilizing best practices in the classroom. We celebrate student learning every day through college admissions, meeting learning targets in the classroom, and advancement in athletic and other extra-curricular competitions.

Boswell High School is committed to continuing a strong relationship with the PTO. Boswell will continue to partner with our PTO at the beginning of the year to gain membership through our faculty during the in-service week. PTO meetings will be routinely attended by the Principal or campus administrator, and information will be shared with the administrative and teacher leadership team. We markedly improved our parent attendance at Open House and will continue our efforts to increase attendance and communication. Numerous parent meetings will occur throughout the year, including but not limited to Advanced Academics, Financial Aid Night, FAFSA, and Pioneer Preview. We have an open-door policy and encourage our parents to work collectively with the BOS faculty and staff to provide the best services to our students.

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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 1: Create a campus-developed process to provide targeted interventions for students in need.

High Priority

Evaluation Data Sources: DCA scores, interim scores, grading period data, AP mock exam data, and classroom performance.

Strategy 1 Details	Reviews			
Strategy 1: Develop a systematic method of monitoring student progress to cultivate mastery of student learning and utilize the system to provide students with targeted academic and behavioral interventions to meet their individual needs. Strategy's Expected Result/Impact: Increased student performance and a decrease in discipline referrals. Staff Responsible for Monitoring: Academic Principal, Assistant Principals over the content area, AP over MTSS, Testing/504 Coordinator, Level Leads, Department Leads, CARE Teams, and SPED Case Managers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted interventions to close the achievement gap and increase the performance of subpopulations to meet or exceed 2024 EOC results/district performance targets as follows: Students of Color (90% to 98%), Economically Disadvantaged (92% to 96%); and Special Programs (94% to 98%). Strategy's Expected Result/Impact: Decrease the overall failure rate on EOC exams to 1% Staff Responsible for Monitoring: Academic Principal, AP's over content areas, Department Leads, and Level Leads.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Evaluate the implementation of student accommodations to determine their effectiveness and make adjustments based on data. Strategy's Expected Result/Impact: Increase in passing rate of students in special programs on EOC, AP exams, and college entrance exams. Staff Responsible for Monitoring: AP over special programs, AP over MTSS, case managers, diagnosticians	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Develop a system to identify underperforming students and provide intervention to guide them to take advanced classes. Strategy's Expected Result/Impact: Counselors, Academic Principal, AP's over content areas, Level Leads, and Department Leads.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Administration and counseling teams will work in tandem to identify students needing behavior intervention and facilitate regular progress monitoring for students needing support. Strategy's Expected Result/Impact: Awareness of behavioral threats will create a decrease in concerning student behaviors. Staff Responsible for Monitoring: Administration, counseling, and teachers.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: In accordance with HB1416, the campus will provide academic intervention via tutorials for all students who were unsuccessful on EOC exams. Strategy's Expected Result/Impact: Students who attend tutorials regularly will show increased capacity to be successful on their EOC retake exams. Staff Responsible for Monitoring: Academic principal and assistant principal over HB1416 and campus tutors	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 2: Teachers will collaborate within their PLCs to create goals and track progress through the utilization of the 4 questions of a PLC throughout the school year.

Evaluation Data Sources: Data talks every six weeks, PLC minutes

Strategy 1 Details	Reviews			
Strategy 1: Core teachers will discuss the data-tracker process and effectiveness within their PLCs and walkthroughs. Strategy's Expected Result/Impact: Identification of areas of improvement within the PLC to improve student achievement. Staff Responsible for Monitoring: Administration and teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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Performance Objective 3: Implementation of a system to track and monitor student attendance.

Evaluation Data Sources: Six weeks attendance reports, daily attendance, and weekly reports





Strategy 1 Details	Reviews			
Strategy 1: Develop a system for documenting and tracking student attendance rate to increase from 93% to 96% or higher by the end of the year. Strategy's Expected Result/Impact: Increased attendance rate, decreased truancy rate. Staff Responsible for Monitoring: AP over attendance and AP over truancy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a system to track, document, and file truancy on students out of compliance with state law. Strategy's Expected Result/Impact: Increased attendance rate, decreased truancy rate Staff Responsible for Monitoring: AP over attendance and AP over truancy	Formative			Summative
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<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 1: Teachers will utilize research-based instructional strategies to provide quality Tier-1 instruction that is student-centered and inquiry-based.

High Priority
Evaluation Data Sources: DCA data, walk-through data, instructional rounds

Strategy 1 Details	Reviews			
Strategy 1: Provide time, opportunity, and processes for teachers to collaborate through PLCs to review data that drives instruction, understand, implement, and review curriculum and best practices. Strategy's Expected Result/Impact: Meaningful Tier 1 Instruction, increased student achievement, aligned curriculum delivery. Staff Responsible for Monitoring: Academic Principal, APs over content areas, Department Leads, Level Leads, Teachers. Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet with their PLC weekly to debrief after each assessment, embed proven high-yield instructional strategies, monitor student progress, and adjust instruction accordingly. Strategy's Expected Result/Impact: Increased student performance. Staff Responsible for Monitoring: Academic Principal, APs over content areas, Department Leads, Level Leads, Teachers. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Level Leads will participate in instructional rounds and grade-level data talks to discuss strategies to increase student performance. Strategy's Expected Result/Impact: Increased awareness of campus performance. Staff Responsible for Monitoring: Academic Principal, APs over content areas, Department Leads, Level Leads, Teachers. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
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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.

Performance Objective 1: Develop a systematic approach to aggressively pursue and retain highly qualified personnel and to meet the prioritized staffing needs of the campus

Strategy 1 Details	Reviews			
Strategy 1: Provide quality onboarding to new hires to make the transition to a new school seamless. Strategy's Expected Result/Impact: High retention rate, positive culture and climate of the school Staff Responsible for Monitoring: Principal, Academic Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide New Hires with monthly meetings to acclimate them to Boswell's culture, climate, and processes so they are informed and feel supported. Strategy's Expected Result/Impact: High retention rate, positive school culture, and climate. Staff Responsible for Monitoring: Principal, Academic Principal	Formative			Summative
	Dec	Feb	Apr	June
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Goal 4: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will ensure opportunities for students, staff, families, and community members to learn and be empowered to implement and contribute to a safe and supportive environment that promotes personal and social development and fosters student learning.

Performance Objective 1: We will provide social and emotional lessons/information for students throughout the school year to raise awareness on bullying, drug prevention, dating, and other relevant topics.

Evaluation Data Sources: Advisory schedule and completion of required awareness videos

Strategy 1 Details	Reviews			
Strategy 1: Utilize social media to promote awareness of drug prevention. Strategy's Expected Result/Impact: Increased awareness of drug prevention. Staff Responsible for Monitoring: Administration, Intervention Counselor, Counseling Department Title I: 4.1	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Annual participation in Red Ribbon Week and Art Competition through Lion's Club to raise awareness of the campus anti-drug campaigns. Strategy's Expected Result/Impact: Increased awareness of the harmful effects of drugs Staff Responsible for Monitoring: Administration, Counseling, Student Council Sponsor	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div>No Progress</div><div><div><div></div></div><div>100%</div>Accomplished</div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 5: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Performance Objective 1: Advisory periods will be integrated into the annual calendar to meet student's needs in the areas of SEL, academic planning and organization, and required awareness videos (anti-bullying, anti-suicide, drug awareness, etc)

Evaluation Data Sources: Intervention Counselor monthly log sheet, and completion of required videos

Strategy 1 Details	Reviews			
Strategy 1: Counselors will work to create lessons for students to address students social and emotional learning needs. Strategy's Expected Result/Impact: Students will see the importance of these topics and know where to get help should any of these issues be impacting them. Staff Responsible for Monitoring: Counseling team and Advisory Teachers Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Intervention Counselor will continue to work with at-risk students on a one-on-one basis to provide coping strategies as well as guidance on ways to handle tough situations. Strategy's Expected Result/Impact: Decrease in behavior referrals for at-risk students and increased academic performance based on students' needs. Staff Responsible for Monitoring: Intervention Counselor Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation which capitalizes on embedded robust opportunities where choice matters.

Performance Objective 1: By the end of the academic year, 100% of students will have personalized education plans and will actively collaborate with the counseling staff in revising their customized plans annually that align with their interests and future goals.





Evaluation Data Sources: Graduation rate, CTE certification, and enrollment in college credit courses

Strategy 1 Details	Reviews			
Strategy 1: Schedule one-on-one conferences with each freshman student to develop their four-year plan. Strategy's Expected Result/Impact: Completion of PEPs. Staff Responsible for Monitoring: Counselors Title I: 2.4, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct yearly follow-up meetings with current 9th, 10th, and 11th-grade students to review and adapt their personalized education plans. Strategy's Expected Result/Impact: Personal education plans that are up to date. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Performance Objective 1: Teachers and administration will facilitate a collaborative environment with parents to consistently monitor student progress throughout the academic school year.

Evaluation Data Sources: Parent survey results, increased amount of positive parent involvement

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular grade book checks to monitor student progress, ensure timely feedback to families, and comply with district grading guidelines with 100% adherence. Strategy's Expected Result/Impact: Increased adherence to grading and reporting handbook policies. Staff Responsible for Monitoring: Academic Principal, Assistant Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide communication to parents, students, and teachers through weekly letters from the Principal. Strategy's Expected Result/Impact: Increased awareness of campus events Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Boswell will continue to promote academic and social events for parents and the community, such as the community homecoming carnival, Boo at BOS, the annual Reading Festival, and Baccalaureate, through social media accounts, campus website, and parent emails. Strategy's Expected Result/Impact: Positive relationship with community Staff Responsible for Monitoring: Assistant Principal over Communications ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.





Performance Objective 1: Foster a sense of belonging in students by creating opportunities for students to be part of the Boswell Community.

Evaluation Data Sources: Membership in clubs/organizations, Student Voice Committee membership, Principal's Council

Strategy 1 Details	Reviews			
Strategy 1: Establish meaningful and appropriate relationships with students and staff by forging authentic connections and adding value to the organization. Strategy's Expected Result/Impact: High morale and a positive culture Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Gauge student interest in extra-curricular activities, electives, and programs during an advisory period at the beginning of the year to get students plugged in and engaged in the school environment. Strategy's Expected Result/Impact: Fewer discipline issues, increased student participation Staff Responsible for Monitoring: Assistant Principals, Sponsors, Directors, and Advisors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Promote and encourage students to participate actively in their education by joining clubs/organizations. Strategy's Expected Result/Impact: Higher efficacy in student achievement Staff Responsible for Monitoring: Principal, Assistant Principals, Sponsors of clubs/organizations	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div>No Progress</div><div><div><div></div></div><div>100%</div>Accomplished</div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.





Performance Objective 1: Create and nurture a positive workplace environment for staffulty.

Strategy 1 Details	Reviews			
Strategy 1: Continue the use of staffulty morale-boosting committee, Pathfinders to plan fun events for staffulty throughout the year. Strategy's Expected Result/Impact: Positive school culture, low recidivism Staff Responsible for Monitoring: Principal, AP over Pathfinders	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize campus committees and teacher leaders to seek input from teachers. Strategy's Expected Result/Impact: Teacher efficacy, high teacher morale Staff Responsible for Monitoring: Principal, Assistant Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Create and implement a positive recognition system where teachers can recognize their peers and students who go above and beyond to make Boswell a great place to work and learn. Strategy's Expected Result/Impact: Teacher efficacy, High Teacher morale Staff Responsible for Monitoring: Principal, Assistant Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Celebrate the academic accomplishments of our staffulty at the beginning of the year and the family atmosphere at the end of the year with BOScars.	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will provide resources and opportunity for all staff to engage in purposeful professional learning aligned with the districts strategic goals. This will enable educators to drive their own learning, identify areas for improvement, and access relevant learning experiences that align with their personal career aspirations and district's objectives.

Performance Objective 1: Teachers will be provided with quality professional learning opportunities throughout the school year.

Evaluation Data Sources: PL aligned to campus needs assessment and utilization of teacher feedback to provide quality targeted PL.

Strategy 1 Details	Reviews			
Strategy 1: Faculty meetings will be used to address professional learning needs. Strategy's Expected Result/Impact: Increase of pedagogy, skills, and content for teachers in support of student growth. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Instructional Leadership Team Members will assess campus instructional practices and provide feedback in PLCs. Strategy's Expected Result/Impact: Increase of pedagogy, skills, and content for teachers in support of student growth. Staff Responsible for Monitoring: Academic Principal, Instructional Leadership Team, APs over content Title I: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize teacher expertise and wisdom on relatable topics for professional learning that they will lead during in-service week. Teachers will have a choice in which presentations they attend. Strategy's Expected Result/Impact: Increased teacher engagement Staff Responsible for Monitoring: Academic Principal, Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 11: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Performance Objective 1: Ensure that 100% of students and staff are provided training on standard response protocols and drills for the 2024-2025 school year.

Evaluation Data Sources: Monthly log drills, safety debrief notes, Safety Committee notes, Crisis Go reports, Let's Talk reports, and investigations.

Strategy 1 Details	Reviews			
Strategy 1: Work in collaboration with EMS ISD Police Department to assess campus safety needs. Strategy's Expected Result/Impact: Safe and secure campus with systems and protocols in place to address safety issues when they arise. Staff Responsible for Monitoring: Principal, AP over safety and security, EMS ISD PD officers, safety and security specialists	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct annual walk-through of all drills with staff prior to the beginning of the school year, and communicate SRP to students through classroom rounds the first week of school. Strategy's Expected Result/Impact: Increased awareness of campus safety and security procedures for the entire campus Staff Responsible for Monitoring: Principal and AP over safety and security.	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct monthly meetings with the safety committee to assess needs and evaluate the safety of the campus. Strategy's Expected Result/Impact: Develop more efficient and effective procedures as they relate to safety. Staff Responsible for Monitoring: AP over safety and security, Safety Committee	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Conduct a debrief meeting with administration and security specialists after the drills are completed to evaluate protocols and provide feedback to staff, students, and parents. Strategy's Expected Result/Impact: Address issues and create solutions to better address safety concerns and situations. Staff Responsible for Monitoring: Administration, Safety and Security Specialists, and SBLEs	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Provide awareness to students, teachers, and parents on violence prevention and how to report instances of bullying, students in crisis, and instances needing administrative intervention. Strategy's Expected Result/Impact: Increased awareness of bullying procedures. Sexual harassment, suicide prevention, and self-regulation. Reduce the number of bullying incidents within the student population. Staff Responsible for Monitoring: Administration and Counseling	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 11: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Performance Objective 2: Implementation of campus-wide CHAMPS behavior expectations.

Evaluation Data Sources: Discipline referrals/recidivism
PRIDE award referrals

Strategy 1 Details	Reviews			
Strategy 1: Within the 1st week of school, administrators will visit every 2nd-period class to review campus PRIDE behavior expectations with students. Strategy's Expected Result/Impact: Students are aware of campus behavior expectations Staff Responsible for Monitoring: Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Performance Objective 1: Achieve 100% compliance with all safety and security policies, procedures, and laws for the 2024-2025 school year.

Evaluation Data Sources: Safety audit, safety inspections, end of day reports

Strategy 1 Details		Reviews			
Strategy 1: Maintain the safety of the campus by staying in compliance with the annual safety audit. Strategy's Expected Result/Impact: Safe campus Staff Responsible for Monitoring: Principal, Assistant Principal over Safety		Formative			Summative
		Dec	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Ensure a safe environment for staff and students by checking evacuation routes, fire extinguishers, and alarms annually. Strategy's Expected Result/Impact: Safe campus Staff Responsible for Monitoring: Principal, Assistant Principal over Safety		Formative			Summative
		Dec	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					