

Eagle Mountain-Saginaw Independent School District

Bryson Elementary

2024-2025 Campus Improvement Plan



Mission Statement

To foster a culture of academic excellence by instilling in students the importance of becoming life-long learners and innovative thinkers.

Vision

Students are entitled to have their individual learning needs met.

Students will learn in a safe, nurturing environment.

Continuous improvement should be based on disaggregated data.

Accountability is essential to success.

All stakeholders should be included in a collaborative culture.

Value Statement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bryson Elementary School is a Title I campus that proudly serves the Eagle Mountain-Saginaw school district. Since the opening of Bryson Elementary in 1984 the campus and community has seen a lot of growth and change. Bryson continues to serve a population of students representing the diversity found within Eagle Mountain-Saginaw ISD. Approximately 575 students are currently enrolled at Bryson Elementary grade levels Pre-Kindergarten through 5th grade.

Bryson Elementary serves a diverse community that continues to grow in size.

This campus is in its 39th year of operation. Bryson Elementary has the following full-time staff members:

- 1 Principal
- 1 Assistant Principal
- 1 Student Success Academy Teacher
- 1 Counselor
- 1 Librarian
- 24 General Education Teachers
- 4 Special Education Teachers
- 1 Fine Arts Teacher (Music/Art)
- 1 Physical Education Teacher
- 1 Literacy Interventionist
- 1 Title 1 Reading Coach
- 1 Math Interventionist
- 1 Gifted/Talented Teacher
- 1 Speech Pathologist
- 1 Dyslexia Therapist
- 1 Diagnostician
- 1 Registered Nurse
- 2 Paraprofessionals (Specials Rotation)
- 4 Paraprofessionals (Special Education)
- 3 Paraprofessionals (Office)

Bryson Elementary also employs the following part-time employees:

- 1 Title 1 Math Coach
- 1 SEL Counselor

Bryson Elementary is piloting the TCU Student Resident program. We are hosting four student teachers for the academic year as a part of this program.

Bryson Elementary offers the following instructional programs and services: Gifted & Talented, ESL Content-Based, Special Education Resource, Special Education Structured Learning Environment, Special Education Speech Therapy, Dyslexia Services, Title 1 Reading Services, & Title 1 Math Services.

Demographic Data 2022-2023

African American	243
Hispanic	585
White	586
American Indian	5
Asian/Pacific	79
Multi-Racial	59

Demographics Strengths

Bryson has a diverse student population.

The Bryson PTA has a make up of parents who are invested in the campus, its growth and success. The PTA works together with the Bryson staff to best support students and the campus. Bryson PTA members substitute teach and volunteer throughout the school year to support the campus.

The Bryson staff and community have an invested interest in the campus. Staff and community members are a part of the community, attended Bryson as students and have family ties to the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A more transient student population. **Root Cause:** More apartments and rental properties have been established in the school zone. New homes have recently been built.

Student Achievement

Student Achievement Strengths

Much growth was made over the past 2 school years. Based on the growth that was made Bryson was able to elevate to a 85 B Campus. This was tied large in part to the amount of academic growth made in the grade levels 4th and 5th in both reading and math. As a campus growth has been a focal point with much of what we do and it has helped elevate our academic achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Gaps for students in grades K-2 reading below level still remains a campus focus. **Root Cause:** Students are entering kindergarten with minimal school readiness skills.

Problem Statement 2: Improvements in math and reading are noted, however, growth is still needed. **Root Cause:** Tier 1 instructional practices utilized to achieve expected student outcomes continue to need intentional focus.

Problem Statement 3: Minimal intentional use of extension opportunities for all students during Tier 1 instruction. **Root Cause:** Lack of understanding regarding the rigor of the standard and planning for the implementation of the full standard.

School Culture and Climate

School Culture and Climate Summary

The Bryson school culture has shown great growth over the last few years. Teachers who returned truly believe in our vision of doing what is best for students. With a clearer vision and invested staff Bryson is on the path to continued growth and improvement.

Teachers and staff have been and continue to build relationships with parents through weekly communication, parent conferences, after school events and through their growth and improved instruction. There has been much growth made to improve the culture and climate through collaboration and collective efficacy. Parents and community have been supportive in an effort to grow the bond between campus and community.

School Culture and Climate Strengths

Culture & Climate Strengths

- The returning of teachers who truly buy in to the culture of doing what is best for students
- Hiring of new quality staff members
- Collaboration amongst teachers and staff members
- PLC
- Teachers supporting students across grade levels
- Weekly planning and preparation
- Culture building activities
- Emphasis on building relationships with students, staff and parents

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Inconsistent school wide student recognition throughout the school year. **Root Cause:** Struggles to plan a time that meets the logistical and instructional priority needs.

Problem Statement 2: Individualized recognition for staff celebrating their contributions to student and campus success. **Root Cause:** Lack of specific communication following classroom visits is needed to highlight staff contributions and actions.

Problem Statement 3: Clarity is needed for instructional look fors and campus expectations. **Root Cause:** New administrator and need to build relationships while still learning the campus.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Bryson Elementary is made up of a variety of teachers based on experience. We currently have two 0 year teachers. The staff that chose to return to Bryson have buy in to the school culture and prioritize doing what is best for students.

This year six new people were added to the staff and most additions were due to the growth in student population. There is currently a teacher vacancy and 1 paraprofessional vacancy. Quality teaching candidates apply for teaching positions within the district. Strong guidelines are set for the hiring of all staff members.

Bryson is focused on improving the quality of staff culture through growing and improving relationships within the staff, with students and with parents. Our teachers collaborate 2-3 times a week where they internalize lesson instruction, prepare instruction, share teaching strategies, activities and review data. The instructional leadership meets with grade levels once every other week and 2 to 3 times per month during staff meetings to guide and improve teacher instruction that will ultimately improve student outcomes.

Staff Quality, Recruitment, and Retention Strengths

Staff Quality Strengths

- Teachers are invested in the Bryson school and community.
- Teachers want to be at Bryson
- Teachers are growing and improving instruction through collaboration and PLC.

Recruitment

- There are quality candidates that have been hired this school year.
- With our continued growth more quality candidates will apply.
- EMS is a fast growing district with opportunities for teachers to grow.

Retention Strengths

- Many teachers have strong family and community ties to Bryson.
- There are various trainings and supports in place to grow teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staffing shortage and a lack of quality applicants for open position in general education and special education. **Root Cause:** Prediction for student growth is not consistent or accurate due to increase in housing from new home builds and rental properties.

Problem Statement 2: Not able to recruit and hire new staff in a timely manner for growth positions, or to replace teachers retiring/leaving the field of education. **Root Cause:** Inconsistent prediction of growth, increased level of basic student needs, and increased teacher workload due to lack of funding.

Problem Statement 3: Teacher burnout rates have increased throughout the course of the school year(s). **Root Cause:** Added teacher work load with increased academic expectations and increased student behaviors.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

- Use of district scope and sequence
- Internalizing lessons as grade level and/team
- Utilizing district materials and platforms to provide instruction

Instruction

- Teachers are collaborating and meeting during PLC to address and improve instruction
- Teachers are observing their peers to grow as instructional leaders.
- Teachers are assessing students daily
- Student data is utilized to drive instruction
- Vertical teaming

Assessment Summary

- Check for understanding points are built into lesson plans and lessons
- Students are assessed through quick assessments weekly
- Data meetings are carried out to address data and create an instructional plan based on data

Curriculum, Instruction, and Assessment Strengths

Teacher understanding of PLC and how to collaborate more effectively

Understanding of scope and sequence

Utilization of scope and sequence and resources

Lesson internalization

Implementation of feedback provided to teachers by instructional leadership team

Teacher to teacher classroom observations to grow as instructional leaders

Grade level to grade level classroom observations and debrief to grow as teams and teachers

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our transient student population presents teachers with challenges to close academic and social emotional gaps in student performance. **Root Cause:** Inconsistent educational experience for students enrolling at Bryson.

Problem Statement 2: Inconsistent teacher growth due to lack of daily observations and feedback to improve instruction and student outcomes. **Root Cause:** Admin experiencing limited opportunities to observe teachers and provide feedback due to various admin duties.

Problem Statement 3: Teachers struggle to internalize the lesson plans and guides to accurately plan instruction to meet the needs of all students during Tier 1 instruction. **Root Cause:** Teachers do not have enough time to fully internalize and spend time with resources during conference periods. The increased class size, student needs, progress monitoring/documentation, and required assessments contribute to struggles for teachers to find balance and time for meaningful exploration of curriculum and resources.

Parent and Community Engagement

Parent and Community Engagement Summary

Bryson has strong support from parents through the community and PTA. The PTA is a cohesive group of individuals who work in and outside of the school for the betterment of Bryson students and staff. Bryson community members reach out to support the campus to address areas of needs. Local businesses offer their support during after school events. Local restaurants help promote the campus and raise money for the campus on spirit nights. Community members and parents support campus fundraisers to support students, teachers and staff.

Parent and Community Engagement Strengths

The Bryson parents and community want to see Bryson grow and our students succeed. Parents have volunteered to help during and after school hours. The PTA works closely with the school on ways to grow school and community relationship. Various parents are substitute teachers who sub for our teachers on a weekly basis.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents voice frustrations with a lack of parent/teacher communication. **Root Cause:** Autonomy given to teachers in what and when to communicate creates a lack of consistent communication.

Problem Statement 2: Parents do not fully understand how to best support both academic and social emotional learning with their students at home. **Root Cause:** Parents do not use the resources or opportunities provided to them.

School Context and Organization

School Context and Organization Summary

As a campus we have sharpened our focus on what we must do to grow as educators and grow our students. Although there are many actions that could be taken to improve a campus we have focused on 3 that we can become great at this school year. Improving our school **culture** through building relationships with students, staff and parents. Our focuses are **collaboration** through PLC, professional development, staff meetings, vertical team meetings and data meetings. Improving our instructional practices with a focus on **quality tier 1 instruction** through PLC utilizing the district scope and sequence, lesson plans, instructional leadership feedback, observing others and use of the gradual release and workshop instructional model.

School Context and Organization Strengths

Teachers have continued to grow through PLC and collaboration. Teachers are becoming more self aware as to what they need to do to improve instructional practices. Teachers are learning from one another and helping each other more often. Teachers are volunteering to model instruction, asking to observe others and taking more ownership and leadership during PLC.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The lack of clarity and prioritized responsibilities put on teachers to positively effect students outcomes. **Root Cause:** Teachers and staff having difficulties determining what actions are most vital to student success.

Technology

Technology Summary

Our campus is now one to one with technology. We have a computer lab that is utilized daily for students. Bryson is becoming more of a technology focused and driven campus as many other campuses are.

Technology Strengths

Teachers and students are becoming more familiar with how to utilize technology such as iPads, laptops and Smart Board. Teachers are becoming more comfortable with the use of technology and building lessons where technology is being utilized by students.

Problem Statements Identifying Technology Needs

Problem Statement 1: Struggles with devices not consistently working to support the programs that are required in curriculum. **Root Cause:** Technology advances faster than our devices.

Problem Statement 2: Students struggling to break from technology or use it appropriately. **Root Cause:** Access to technology devices without boundaries outside of the educational setting.

Priority Problem Statements

Goals

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: Bryson Elementary 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: 100% of students assessed with mClass will make a year's worth of growth.

High Priority

Evaluation Data Sources: BOY, EOY data from mClass and SLO growth goals aligned to TTESS Summative Evaluation.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use quality small group guided reading instruction and strategies to meet student needs with a focus on comprehension. Strategy's Expected Result/Impact: Students' comprehension skills will improve one year. Staff Responsible for Monitoring: Teachers, interventionists, instructional coaches and administration. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will meet bi-weekly with instructional leadership team in PLC meeting to improve instruction and student outcomes. Strategy's Expected Result/Impact: Improved teacher instruction, engaged students, increased scores and growth on BAS & DCA Staff Responsible for Monitoring: Teachers, instructional coaches and administration. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Grade level and leadership data meetings conducted each six weeks to determine and monitor interventions. (PDSA) Strategy's Expected Result/Impact: Teachers will review data to guide future instruction. Students will be aware of where they are and set growth goals towards continuous improvement. Staff Responsible for Monitoring: Monitoring data folders, quick formative assessments and DCA data. Using data to help support teacher instructional practices. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers provide students with daily quality tier 1 instruction that is aligned with the scope and sequence. Strategy's Expected Result/Impact: There will be a decrease in student gaps. Staff Responsible for Monitoring: Teachers, coaches, interventionists and admin. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: Bryson Elementary 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 2: 20% growth in the area of "Masters" on the 2024-25 STAAR assessment.

High Priority
Evaluation Data Sources: STAAR Test

Strategy 1 Details	Reviews			
Strategy 1: Teachers provide students with daily quality tier 1 instruction that is aligned with the scope and sequence. Strategy's Expected Result/Impact: There will be a decrease in student gaps. Staff Responsible for Monitoring: Teachers, coaches, interventionists and admin. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use data to tier students in order provide intentional and specific tier 2 and tier 3 instruction. Strategy's Expected Result/Impact: Students who need specific support will be identified and supported through quality tier 2 and tier 3 instruction. Staff Responsible for Monitoring: Teachers & Interventionists. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize district resources and instructional resources found within the scope and sequence to support instruction, provide assessments, provide student practice and ensure rigor. Strategy's Expected Result/Impact: Students will deepen their understanding of TEKS to improve outcomes. Staff Responsible for Monitoring: Teachers, coaches, interventionists and admin. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: Prioritize "Power TEKS" within tier 1, 2 and 3 instruction, homework and spiraling activities. Strategy's Expected Result/Impact: An instructional focus will be made on TEKS that are most important and necessary for most student growth and success. Staff Responsible for Monitoring: Teachers & coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: Provide students with weekly extension activities to be plan out during collaboration and in PLC to increase rigor and extend students thinking. Strategy's Expected Result/Impact: Students will have more opportunities to be challenged and extend their learning which will lead to more higher level thinking, questioning and responding. Staff Responsible for Monitoring: Teachers & Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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No Progress



Accomplished



Continue/Modify







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: 100% of teacher will utilize the Vertical Alignment Document during planning to support extension.

Evaluation Data Sources: Extension activities present in all lesson plans that align with specific vertically aligned TEKSs.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will meet once each 4-6 weeks for vertical teaming. Strategy's Expected Result/Impact: Teachers will improve understanding of TEKS at grade levels before and after the grade level they currently teach to improve scaffolding & extending instruction. Staff Responsible for Monitoring: ILT & Teacher Team Leaders Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, 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 input at least one extension activity aligned with TEKS being taught within their lesson plans. Strategy's Expected Result/Impact: Help teachers become more purposeful with planning extension activities and increase instructional rigor. Staff Responsible for Monitoring: ILT & Teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Weekly lesson internalization checks and walk through observations with emphasis on tracking extension activities. Strategy's Expected Result/Impact: Teachers will raise their level of instructional delivery to meet the needs of all students. Staff Responsible for Monitoring: ILT & Teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 2: 100% of grade levels will collaborate with their teams and instructional coaches 3 times every two weeks to discuss unit internalization and data review.

High Priority

HB3 Goal

Evaluation Data Sources: Formative assessments, MAP, mclass and DCA.

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 3: 100% of teachers will collaborate with students bi-weekly to discuss student data and add data pieces to data folders.

Evaluation Data Sources: Information gathered and discussed during data meetings and the reviewing of data folders.

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 4: Vertical team meeting will be carried out 1-2 times each six weeks to strengthen instruction and improve student outcomes with a focus on rigor, scaffolding and extending instruction.

High Priority

Evaluation Data Sources: Tracking of vertical meetings held, observation of staff meetings, lesson plan improvement and instructional growth.

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.

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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.

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

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: Bryson Elementary will have one student representative participate in the EMS ISD Student Voice committee.

Evaluation Data Sources: Attendance of student in scheduled Student Voice committee meetings.

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: 100% of grade level teams and departments will meet with campus administration once a 9 weeks to provide opportunities for teams to discuss celebrations, concerns, and questions.

Evaluation Data Sources: Agenda for meetings.

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.

Goal 11: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT: EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.

Performance Objective 1: At least 1-2 events each 9 weeks will be carried out by the PTA to promote and build campus and community.

Evaluation Data Sources: Documentation of PTA meetings, events and event success based on participation and money raised if in correlation with a fundraiser event.

Goal 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization. By creating standardized guidance documents to align processes for clear understanding of expectations.

Goal 13: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization by developing and maintaining a centralized information warehouse.

Goal 14: 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: 100% of school safety drills will be carried out by students and staff with fidelity.

Evaluation Data Sources: Reviewal and discussion of each drill with emphasis on improvement for the following drill.

Goal 15: 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.