

# **Eagle Mountain-Saginaw Independent School District**

## **Chisholm Trail High School**

### **2024-2025 Campus Improvement Plan**



# **Mission Statement**

The mission of Chisholm Trail High School is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

## **Vision**

Chisholm Trail High School will be a high school of excellence.

## **Value Statement**

Rangers Ride!

R – We believe in, and value, Respect through Relationships.

I<sup>2</sup> – We believe in, and value, Involvement through Service.

We believe in, and value, Inspiration through Integrity.

D – We believe in, and value, Dedication through Dreams.

E – We believe in, and value, Excellence through Effort.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Chisholm Trail High School is fortunate to have a diverse group of cultural and economically ranged students. This allows for an environment of respect for all individuals. It also provides us the ability to utilize students' individual strengths and interests as mentors and leaders in the building to provide a culture of excellence for each student. Our percentage of economically disadvantaged students is increasing so we have Communities in Schools social workers to assist with meeting the range of needs of this population. Our counselors are now focusing on identifying students and assisting them in applying for free and reduced assistance.

Concerning our Ranger staff, it was also a focus for building a faculty family that is strong in content knowledge and pedagogy while reflecting the cultural diversity of our student family. The CTHS faculty family focuses on building positive relationships with our students, leading all students towards academic, emotional, and behavioral goals, while continuing to focus on our mission of excellence.

### TRANSPORTATION INFORMATION

As of July 10, 2024 CTHS has 2094 bus riders out of the 2,210 enrolled

## ENROLLMENT DETAILS

### TOTAL STUDENT ENROLLMENT 2024-2025

2210

- Class of 2028 - 549
- Class of 2027 - 550
- Class of 2026 - 559
- Class of 2025– 552

### STUDENT ENROLLMENT BY RACE/ETHNICITY

African American  
17%

Asian  
2%

Hispanic  
43%

American Indian  
0.4%

Pacific Islander  
1%

Two or More Races  
5%

White  
32%

## STUDENT ENROLLMENT BY TYPE

42.7%  
Economically Disadvantaged

7.81%  
English Learners

10.42%  
Students Receiving Special Education Services

### Demographics Strengths

Chisholm Trail High School is fortunate to have a diverse group of cultural and economically ranged students. This allows for an environment of respect for all individuals. It also provides us the ability to utilize students' individual strengths and interests as mentors and leaders in the building to provide a culture of excellence for each student. Our percentage of economically disadvantaged students is increasing so we have Communities in Schools social workers to assist with meeting the range of needs of this population. Our counselors are now focusing on identifying students and assisting them in applying for free and reduced assistance.

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### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Chisholm Trail High School is experiencing significant disparities in academic performance and engagement among students from different demographic

groups, particularly among students from economically disadvantaged backgrounds and minority groups. **Root Cause:** The root cause of these disparities is a combination of limited access to resources, support systems, and opportunities for students from economically disadvantaged backgrounds and minority groups. This includes insufficient academic support, lack of culturally responsive teaching practices, and limited engagement with families and communities to address specific needs and challenges faced by thes

# Student Achievement

## Student Achievement Summary

Campus	2021	2022	2023	2024	Difference
Boswell	77%	77%	83%	79%	-4
Saginaw	73%	69%	75%	68%	-7
Chisholm Trail	72%	72%	79%	66%	-13
Watson	58%	62%	62%	67%	5
District	74%	73%	79%	72%	-5
Region 11	69%		72%	67%	-5
Statewide	66%		71%	67%	-4

### English 2

Campus	2021	2022	2023	2024	Difference
Boswell	76%	83%	85%	84%	-1
Saginaw	74%	76%	83%	81%	-2
Chisholm Trail	74%	81%	84%	80%	-4
Watson	53%	56%	39%	52%	13
District	74%	80%	84%	81%	-3
Region 11	72%		75%	76%	1
Statewide	70%		74%	74%	

### Biology

Campus	2021	2022	2023	2024	Difference
Boswell	88%	91%	95%	92%	-3

Campus	2021	2022	2023	2024	Difference
Saginaw	87%	88%	89%	91%	2
Chisholm Trail	85%	88%	92%	88%	-4
Watson	50%	45%	54%	78%	24
District	86%	89%	92%	90%	2
Region 11	82%		89%	91%	2
Statewide	81%		89%	91%	2

### US History

Campus	2021	2022	2023	2024	Difference
Boswell	95%	96%	98%	96%	-2
Saginaw	93%	93%	96%	97%	1
Chisholm Trail	91%	91%	97%	96%	-1
Watson	94%	91%	97%	90%	-7
District	93%	93%	97%	96%	-1
Region 11	89%		95%	87%	-8
Statewide	88%		95%	84%	-11

### Algebra 1

Campus	2021	2022	2023	2024	Difference
Boswell	78%	80%	85%	81%	-4
Saginaw	79%	77%	79%	71%	-8
Chisholm Trail	61%	63%	74%	73%	-1
Watson	64%	64%	52%	47%	-5
Wayside	100%	100%	100%	100%	

Campus	2021	2022	2023	2024	Difference
Creekview	99%	100%	100%	100%	
Highland	92%	98%	100%	97%	-3
Prairie Vista	99%	100%	100%	97%	-3
Ed Willkie	93%	97%	100%	99%	-1
Marine Creek	93%	99%	100%	99%	-1
District	79%	79%	83%	81%	-2
Region 11	72%	77%	77%	77%	
Statewide	72%	79%	78%	79%	

Chisholm Trail High School saw a significant decrease in English I scores from 2023 to 2024, dropping by 13 percentage points.

- This decline is the largest among the schools in the district and exceeds the district average decline of 5 percentage points.
- The current English I score for Chisholm Trail is 66%, which is below the district (72%), region (67%), and statewide (67%) averages.

## AP Scores

### Scores SCHOOL SUMMARY

	2020	2021	2022	2023	2024
Total AP Students	368	308	326	471	458
Number of Exams	618	505	502	662	721
AP Students with Scores 3+	220	156	163	225	265
% of Total AP Students with Scores 3+	59.78	50.65	50.00	47.77	57.86

### **Student Achievement Strengths**

For the Most part CTHS held steady in the areas of US History, Eng 2, Algebra I, and Biology.

CTHS Did very well with the most recent 23-24 AP scores.

Scores were up overall 10% for students scoring a 3 or higher and 2024 was our highest number of exams given in the last five years. Of those scoring a 3 or higher 23% of those exams were a 4 and 6% were a five for a total of 35 students earning a five.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Chisholm Trail High School is facing challenges in achieving consistent academic success across all student groups, particularly with significant gaps in achievement between general education students and those receiving special education services or those identified as English Language Learners (ELLs). Also, focus on English I scores. **Root Cause:** The root cause of these achievement gaps is the insufficient differentiation and personalization of instruction to meet the diverse learning needs of all students. This includes a lack of effective implementation of individualized education plans (IEPs) for special education students, inadequate support for ELLs, and limited professional development for teachers on differentiation and inclusive t

# School Culture and Climate

## School Culture and Climate Summary

At Chisholm Trail High School we value the uniqueness of every student's development and are mindful of the fact that they are the primary focus of our attention and the beneficiaries of our work. We expect our relationships to be based on trust, integrity, and mutual respect, and we will communicate in an honest and respectful manner. We are a learning community and we will encourage all individuals to enhance their personal and professional growth through a wide variety of experiences. We believe that collaboration, effective listening, and a willingness to acknowledge constructive criticism improves the outcome of our decision-making. All decisions that we make are student driven, student centered, and mission focused.

Building a culture of excellence is our priority. We are putting procedures in place determined by faculty input, student and community survey results, and the Principal Leadership Council of Students. The PLCS meets with Mr. McCowan to discuss celebrations, concerns, and ways of improvement to fulfill the mission of CTHS. Each house principal, academic principal, and Dr. McCowan has an open door policy. We invite parents in, actively listen, and provide opportunities to continuously improve our system.

We respect our students as individuals and honor their unique qualities. Administrators are actively in the hallways and classrooms and attend events to support our students. Teachers are taking the time to build relationships with students so that student performance is increased. Building relationships and bringing relevance into the classroom are priorities to ensure our students' success.

### Some of the events that we are conducting this year to help facilitate our work in this area are as follows:

#### Community Pep Rally

- The community Pep Rally in August before the 1st day of school.
- This year we included introductions all all sports and all spirit organizations
- Booths were set for attendees to purchase Ranger Nation gear
- We also had face painting and different games to entertain the littlest fans

#### Senior Sunrise and Sunset Breakfast

- The Sunrise Breakfast will be held in August before school starts..

#### Advisory

In order to meet the goals for ASPIRE 2027, the high school added advisory lessons, with the idea of meeting student's social and emotional needs.

#### Sample Advisory Lessons

- It Starts with Hello - <https://www.smores.com/n1hx5-it-starts-with-hello>
- What is an upstander? - <https://www.smores.com/azy6>

#### Student CTHS Canvas Page

- CTHS maintains a Canvas page for students so they can assess all resources they might need for success at the high school level

## Grade Level Student Meetings

- August 14th and 15th the first grade level meetings will be held, where campus expectations are explained
- For the junior and senior level meetings, Jostens was on campus to present needed information

## Principal's Leadership Council (Ranger Voice Committee)

- Student Leaders from our various student groups will meet four times during this school year in a controlled situation so that the building leadership can get effective student feedback, problem solve with students, and continue to build that positive relationship.

## AP Study Sessions

- In April AP students and their respective teachers will meet in the cafeteria for breakfast and study sessions.
- In March and April, students will complete practice AP exams

## **In our classrooms CTHS is embracing the following practices:**

All classrooms will complete Respect Agreements during the first week of school, which will remain visible over the course of the school year.

### Why make Respect agreements?

- Originators of the document have a voice, thereby creating buy-in
- Respect looks different to different individuals
- Respect looks different depending on your environment
- Allows a community to hold one another to an agreed-upon standard
- Blank respect Agreement - <https://tinyurl.com/ydbgrvre>
- Steps for doing classroom respect agreements - <https://tinyurl.com/y8rrnj2y>

### Continue using restorative practices when dealing with discipline

- Restorative Practices PPT - <https://tinyurl.com/y5zrrb3a>
- We have added a Guidance Request form so that teachers can reach for help when dealing with persistent misbehavior - <https://tinyurl.com/y2jelgch>

### CTHS is implementing Restorative Circles in the ISS classroom, with the intention of:

- Reducing the days spent in ISS
- Allow the student to reflect on their behavior and better understand why there was a need for a consequence

### Implement Randy Sprick's CHAMPS Behavior Model

### CHAMPS is a class wide positive behavior support designed to help achieve the following results:

- Improve classroom behavior (on-task, work completion, cooperation)
- Establish clear classroom behavior expectations with logical and fair responses to misbehavior
- Motivate students to put forth their best efforts (perseverance, pride in work)
- Reduce misbehavior (disruptions, disrespect, non-compliance)
- Increase academic engagement, resulting in improved test scores
- Spend less time disciplining students and more time teaching them

- Teach students to behave respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior
- Feel empowered and happy to be in the classroom
- Develop a common language about behaviors among all staff
- Create a plan for orienting and supporting new staff
- Reduce staff burnout
- CTHS CHAMPS Teacher Presentation - <https://tinyurl.com/y4e2pwss>

### School Culture and Climate Strengths

- Chisholm Trail is strong in making students feel safe and welcome at school.
- The faculty prides itself on establishing relationships with students and family advocacy.
- Parents feel their students are safe and in a well maintained building.
- A student based Principal Leadership Council (Ranger Voice Committee) was developed to receive continuous feedback concerning the culture and climate of the school and to address any needs.
- An open door policy applies to our parents and community members in order to receive continuous feedback concerning the culture and climate of the school and to address any needs.
- Utilizing a system which parents have a "home" to go to for any question and need. This allows for direct feedback with the parent and resolution of problems in a quicker more efficient manner.
- Recognizing deserving students (academic, most improved, great behavior, character traits, etc) once a six weeks for a principals breakfast with students, chosen teachers by the students, parents, and principals. One of the ways we recognize these students is through our Ranger of Excellence awards.
- We are promoting a "renaissance" style culture here at CTHS. Our pep rallies and assemblies are video, face to face, and concert styled environments to gain the attention of the students. We celebrate academic, athletics, Caught Doing Something Goods, Social Media Positivity, extracurricular and co-curricular celebrations.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Chisholm Trail High School is experiencing challenges in fostering a positive school culture and climate, characterized by low student engagement, limited staff morale, and inadequate family and community involvement. **Root Cause:** The root cause of these challenges is the lack of consistent and effective communication and collaboration among students, staff, and the broader school community. This includes insufficient opportunities for student voice and leadership, inadequate recognition and support for staff, and limited efforts to engage families and community members in meaningful ways.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Chisholm Trail High School provides teachers with the tools of PLC's /Collaboration to have meaningful conversations with their fellow teachers about rigor and relevance of lessons. This creates a common language among staff members for what makes effective instruction. Through the PLC process the teachers have the opportunity to build learning relationships with their fellow teachers. All teachers are highly qualified and knowledgeable in pedagogy and their content.

Administration provides a familial environment so that the work place becomes a second home for all employees. We are all considered equal and treated with respect. We celebrate our strengths, transparent with our improvement areas, and honor our staff, custodians, cafeteria staff, bus drivers, etc. All of us together make the culture of excellence for our students. If one person falters, our students suffer and this is not allowed. We have crucial conversations to ensure we are making every decision based on our mission.

To retain our qualified staff members, we honor their strengths and celebrate their accomplishments through several means. First, we design a friendly environment where all staff is treated with dignity. We have high expectations of professionalism, but we accomplish this daily through knowing our staff, using laughter, and being in our hallways and classrooms as a support cohort. We celebrate our teachers through STRIDES certificates, incentives, surprise celebrations, and meals. When teachers are seen doing great for our kids, they are presented with a Students Reaching Individualized, Documented Educational Success certificates. We will present this in front of their students so that not only we can honor them, the students can as well.

## Staff Professional Learning Yearly Plan

- Lunch/Learn
- AVID Strategies Explained
- New Teacher Mentoring
- Data-Based Content Specific PD
- Driven by Wednesday Walks, Instructional Rounds, Common Assessments
- Department Half-Day PLC as determined by department needs
- Common Assessment Data
- Teaching Strategies

## Monthly Celebrations

- Every month we celebrate birthday with cake provided to staff during the three lunch periods

## Weekly Shout Outs

- Every week the staff send positive notes to one teachers, who compiles everything into our "Three Cheers" email that is sent on Friday's
- CTHS Admin recognizes teachers who are nominated by admin and/or their department chair as being one who demonstrates our Be the Change hashtag. Nominees are rewarded with a thank you note and a t-shirt. The shirt is designed for this specific reward and can't be purchased.

## Staff Quality, Recruitment, and Retention Strengths

- Quality trained administrators on the campus.
- Opportunities for collaboration and teamwork through PLC's 100%
- Highly Qualified Staff
- Highly qualified applicant pool
- Increased training aligned to district priorities
- Broad range of teacher experience
- Celebrations of strengths
- Environment of respect
- Increasing number of teachers with ESL certifications
- Open Door Policy with teachers/staff to discuss any concerns and provide a feedback loop. This will allow for continuous improvement of our processes and allow for open communication and listening to our staff's needs.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Chisholm Trail High School is facing challenges in recruiting, retaining, and maintaining a high-quality staff, evidenced by a recent uptick in turnover and difficulty in filling critical teaching and support positions. **Root Cause:** The root cause of these challenges is the lack of a comprehensive support and development system for staff, including insufficient onboarding processes, limited professional development opportunities, student apathy, and teacher burnout.

# Priority Problem Statements





# Goals

Revised/Approved: October 1, 2024

**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:** By the end of the academic year, increase the percentage of students achieving proficiency or higher on state standardized tests in core subjects (Math, Science, English, and Social Studies) by 10%.

**Evaluation Data Sources:** Walkthroughs, T-TESS, Assessment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Compare baseline proficiency rates at the start of the year with end-of-year proficiency rates using state standardized test scores.  <b>Strategy's Expected Result/Impact:</b> Improvement in scores. <b>Staff Responsible for Monitoring:</b> Teachers, Administration.  <b>Targeted Support Strategy</b>	Formative			Summative
	Dec	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**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 2:** Increase student participation in extracurricular academic activities (e.g., science fairs, math clubs, debate teams) by 15% over the next school year.

**Evaluation Data Sources:** Walkthroughs, T-TESS, Assessment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track and compare the number of students involved in these activities from the beginning to the end of the academic year using participation records and sign-up sheets. <b>Strategy's Expected Result/Impact:</b> Show improvement/growth in participation rate <b>Staff Responsible for Monitoring:</b> UIL Academic Teachers, Administration	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:** Implement a targeted intervention program that identifies and provides support to at least 90% of students who are at risk of not meeting academic standards, with the goal of improving their grades by at least one letter grade by the end of the school year.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** Walkthroughs, T-TESS, Assessment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor student performance through regular assessments and track the progress of identified at-risk students, comparing their grades and performance metrics from the beginning to the end of the intervention period. <b>Strategy's Expected Result/Impact:</b> Show gains/improvements in scores. <b>Staff Responsible for Monitoring:</b> Teachers, CTHS admin	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 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:** By the end of the academic year, 100% of teachers will have implemented at least three differentiated instruction strategies in their classrooms, with evidence of their effectiveness measured through student performance and engagement metrics.

**High Priority**  
**Evaluation Data Sources:** Walkthroughs, T-TESS, Assessment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct regular classroom observations, teacher self-assessments, and student surveys to evaluate the implementation and impact of differentiated instruction strategies. Compare student performance data from formative and summative assessments before and after the implementation.  <b>Strategy's Expected Result/Impact:</b> Ensure differentiation is taking place with fidelity. <b>Staff Responsible for Monitoring:</b> Teachers, Administration	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>				

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**Performance Objective 2:** Increase the enrollment of students in advanced coursework (Advanced Placement, Dual Credit, On-Ramps) by 10% and ensure that at least 95% of students enrolled in AP courses take an AP exam.

**High Priority**  
**Evaluation Data Sources:** AP Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track and compare the number of students enrolled in advanced courses at the beginning and end of the year. Analyze grade distributions and course completion rates to assess academic success in these courses. <b>Strategy's Expected Result/Impact:</b> 95% of AP students taking at least 1 AP exam. <b>Staff Responsible for Monitoring:</b> Advanced Academics Teachers, Academic Principal	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>				

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**Performance Objective 3:** By the end of the academic year, ensure that 95% of curriculum units across all grade levels and subjects incorporate at least three research-based best practices for teaching and learning, as evidenced by lesson plans and instructional materials.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** Walkthroughs, T-TESS, Assessment Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Conduct curriculum reviews and audits to evaluate the incorporation of research-based best practices. Collect and analyze lesson plans, instructional materials, and teacher feedback to ensure alignment with established criteria. Use student achievement data to assess the impact of these practices on learning outcomes. <b>Strategy's Expected Result/Impact:</b> Ensure lessons are being delivered with fidelity. <b>Staff Responsible for Monitoring:</b> Academic Principal		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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>					

**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:** Increase the opportunities of students CCMR to ensure they receive the point needed by graduation.

**High Priority**

**Evaluation Data Sources:** Advanced Placement, Dual Credit, On-Ramps, TSI Testing, HCTC certifications, Military, College Bridge

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Will identify students that are still in need of fulfilling their CCMR requirements. <b>Strategy's Expected Result/Impact:</b> Students will receive their CCMR requirements. <b>Staff Responsible for Monitoring:</b> Ms. Holmes, Ms. Birdwell, Advance Academics Teachers.	Formative			Summative
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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:** By the end of the academic year, achieve a staff retention rate of 90% or higher for highly effective teachers and staff members.

**High Priority**  
**Evaluation Data Sources:** CTHS Admin, District HR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track and compare the retention rates of highly effective staff members at the beginning and end of the academic year through HR records and staff surveys. Use exit interviews to gather feedback from those who leave to identify potential areas for improvement. <b>Strategy's Expected Result/Impact:</b> Ensure we retain our highly qualified teaching staff. <b>Staff Responsible for Monitoring:</b> CTHS Admin, District HR	Formative			Summative
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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 2:** Ensure that 100% of teachers and staff participate in at least two professional development sessions focused on growth mindset and effective teaching practices, with 80% of participants reporting that these sessions positively impacted their instructional strategies.

**High Priority**  
**Evaluation Data Sources:** Staff/District PD

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor attendance records for professional development sessions and conduct follow-up surveys to assess the perceived impact on instructional practices. Analyze feedback to continuously improve the quality and relevance of professional development offerings. <b>Strategy's Expected Result/Impact:</b> See Performance Objective <b>Staff Responsible for Monitoring:</b> CTHS Admin	Formative			Summative
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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 3:** Increase the number of highly effective candidates recruited for open positions by 15% by the end of the academic year, ensuring that all new hires align with the district's mission and values.

**High Priority**  
**Evaluation Data Sources:** CTHS Admin, District HR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track the number of highly effective candidates who apply, are interviewed, and are hired for open positions. Use a rubric aligned with the district's mission and values to evaluate candidate suitability during the hiring process. Collect and analyze data on the effectiveness of recruitment strategies through HR metrics and feedback from hiring committees. <b>Strategy's Expected Result/Impact:</b> Recruiting and Job Fairs and in the community. <b>Staff Responsible for Monitoring:</b> CTHS Admin, District HR	Formative			Summative
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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:** By the end of the academic year, ensure that at least 95% of students participate in at least one SEL program or activity designed to promote personal and social development.

**High Priority**  
**Evaluation Data Sources:** Walkthroughs, T-TESS, Assessment Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Track student participation rates in SEL programs and activities through attendance records and program logs. Conduct pre- and post-program surveys to assess changes in student attitudes and skills related to personal and social development. <b>Strategy's Expected Result/Impact:</b> Through advisory lessons and surveys <b>Staff Responsible for Monitoring:</b> Teachers, CTHS Admin		Formative			Summative
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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 2:** Increase the number of family and community members participating in school-hosted events focused on creating a safe and supportive environment by 20% over the course of the academic year.

**High Priority**

**Evaluation Data Sources:** Observation from attendance of events. Sign-in sheets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor attendance and participation rates at family and community engagement events through sign-in sheets and registration data. Collect feedback through post-event surveys to evaluate the effectiveness and impact of these events on promoting a supportive environment. <b>Strategy's Expected Result/Impact:</b> Gain more participation at events., <b>Staff Responsible for Monitoring:</b> CTHS Admin	Formative			Summative
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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 3:** Reduce incidents of bullying, harassment, and other safety concerns by 15% by the end of the academic year through the implementation of comprehensive safety and support programs.

**High Priority**  
**Evaluation Data Sources:** CTHS Admin

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track and analyze incident reports, disciplinary records, and student surveys to measure the frequency of bullying, harassment, and other safety concerns. Evaluate the effectiveness of safety and support programs through feedback from students, staff, and families, and adjust programs as needed to improve outcomes. <b>Strategy's Expected Result/Impact:</b> Decrease in these types of incidents. <b>Staff Responsible for Monitoring:</b> CTHS Admin	Formative			Summative
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**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:** By the end of the academic year, increase the percentage of students participating in developmentally appropriate social and emotional learning (SEL) activities by 20%.

**Evaluation Data Sources:** Advisory Lessons

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track participation rates through attendance logs and activity records. Conduct pre- and post-participation surveys to assess student engagement and the perceived impact of SEL activities on their personal and social development. <b>Strategy's Expected Result/Impact:</b> Increase in SEL advisory lessons. <b>Staff Responsible for Monitoring:</b> Teachers, Intervention Counselors, CTHS Admin	Formative			Summative
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**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 2:** Ensure that 100% of staff members complete at least two professional development sessions focused on strategies for fostering personal and social development in students by the end of the academic year.

**High Priority**  
**Evaluation Data Sources:** Campus and district PD

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor attendance and completion rates of professional development sessions through sign-in sheets and training certificates. Evaluate the effectiveness of these sessions through post-training surveys and feedback forms, assessing changes in staff knowledge and confidence in implementing these strategies. <b>Strategy's Expected Result/Impact:</b> Increase in SEL awareness <b>Staff Responsible for Monitoring:</b> Teachers, CTHS Admin	Formative			Summative
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**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 3:** By the end of the academic year, achieve a 15% improvement in student self-reported measures of personal and social development, such as resilience, empathy, and conflict resolution skills.

**High Priority**  
**Evaluation Data Sources:** District Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize standardized surveys or assessment tools to measure students' personal and social development at the beginning and end of the year. Analyze the data to identify improvements and areas needing further support, ensuring that the diversified learning opportunities are effectively contributing to student growth. <b>Strategy's Expected Result/Impact:</b> Improvement across the student body. <b>Staff Responsible for Monitoring:</b> Teachers, CTHS Admin, Counselors	Formative			Summative
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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.

**Performance Objective 1:** By the end of the academic year, ensure that at least 95% of students have developed and are actively participating in personalized learning pathways that align with their interests and future goals.

**Evaluation Data Sources:** Registration, Counselors

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track the number of students who have completed personalized learning plans through the registration process and monitor their engagement via regular progress checks and feedback sessions. Utilize student information systems to gather data on course enrollment and completion rates aligned with their personalized pathways. <b>Strategy's Expected Result/Impact:</b> NA <b>Staff Responsible for Monitoring:</b> Counselors, CTHS Admin	Formative			Summative
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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.

**Performance Objective 2:** Increase the number of elective courses and extracurricular activities offered that reflect student interests by 20% over the academic year.

**Evaluation Data Sources:** Counselors

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Survey students at the beginning and end of the year to identify their interests and gauge satisfaction with available choices. Track enrollment and participation rates in elective courses and extracurricular activities, and analyze the data to ensure that new offerings meet student demand and engagement levels. <b>Strategy's Expected Result/Impact:</b> Increase participation in this area. <b>Staff Responsible for Monitoring:</b> Counselors	Formative			Summative
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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.

**Performance Objective 3:** Achieve a 15% increase in student-reported engagement and ownership of their learning experiences by the end of the academic year.

**Evaluation Data Sources:** Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct bi-annual student engagement surveys to measure changes in students' perceptions of their involvement and ownership of their education. Analyze survey data to identify trends and areas for improvement, and implement strategies based on feedback to enhance engagement and personalized learning opportunities  <b>Strategy's Expected Result/Impact:</b> NA <b>Staff Responsible for Monitoring:</b> Counselors/ Admin	Formative			Summative
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**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:** By the end of the academic year, ensure that at least 90% of students and parents are aware of and understand the various educational opportunities available, including elective courses, extracurricular activities, and personalized learning options.

**Evaluation Data Sources:** NA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct initial and follow-up surveys with students and parents to measure awareness and understanding of available opportunities. Track attendance at informational sessions, workshops, and open houses. Monitor the number of inquiries and enrollments in various programs as an indicator of increased awareness and utilization. <b>Strategy's Expected Result/Impact:</b> Awareness of available courses. <b>Staff Responsible for Monitoring:</b> CTHS Admin, Counselors, Teachers	Formative			Summative
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**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 2:** Achieve a 15% increase in student and staff perceptions of respect for individuality and inclusiveness within the school environment by the end of the academic year.

**Evaluation Data Sources:** Survey, Climate and Culture

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use climate surveys at the beginning and end of the year to assess perceptions of respect and inclusiveness. Analyze survey data to identify areas for improvement and track changes over time. Implement and monitor initiatives such as diversity and inclusion training, peer mentoring programs, and inclusive classroom practices to enhance the school culture. <b>Strategy's Expected Result/Impact:</b> Increase awareness amongst students and staff. <b>Staff Responsible for Monitoring:</b> Teachers, Counselors, Admn	Formative			Summative
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**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 3:** Increase the percentage of students who report a strong sense of ownership and engagement in their learning by 20% by the end of the academic year.

**Evaluation Data Sources:** Student academic results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct regular student engagement surveys to assess levels of ownership and engagement. Monitor participation in student-led conferences, goal-setting sessions, and personalized learning plan development. Track academic performance and engagement metrics, such as attendance, participation in class discussions, and completion of independent projects, to gauge the impact of initiatives aimed at increasing student ownership. <b>Strategy's Expected Result/Impact:</b> Academic Results <b>Staff Responsible for Monitoring:</b> Ranger Voice Committee, Teachers, Admin	Formative			Summative
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**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:** By the end of the academic year, ensure that at least 85% of students have accessed and participated in at least one new learning opportunity that aligns with their individual interests and learning styles.

**Evaluation Data Sources:** Surveys

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Track student enrollment and participation in various programs, electives, and extracurricular activities through student information systems. Conduct surveys to gather student feedback on the alignment of these opportunities with their interests and learning styles. Analyze participation data to ensure that a diverse range of options is being utilized by a wide spectrum of students. <b>Strategy's Expected Result/Impact:</b> Raise participation in this area <b>Staff Responsible for Monitoring:</b> Teachers, Admn, Counselors		Formative			Summative
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**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 2:** Achieve a 90% satisfaction rate among students and stakeholders regarding the effectiveness of communication about available learning opportunities by the end of the academic year.

**High Priority**  
**Evaluation Data Sources:** S'Mores, Emails, Social Media

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct initial and follow-up surveys with students, parents, and staff to assess the clarity, frequency, and effectiveness of communications about educational opportunities. Track attendance at informational meetings, workshops, and online engagement metrics (e.g., website visits, email open rates) to evaluate the reach and impact of communication efforts.  <b>Strategy's Expected Result/Impact:</b> Ensure communication is clear and concise. <b>Staff Responsible for Monitoring:</b> Admin, Counselors, Teachers	Formative			Summative
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**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 3:** Increase the percentage of students and stakeholders who feel their voices are heard and considered in decision-making processes related to educational opportunities by 20% by the end of the academic year.

**High Priority**  
**Evaluation Data Sources:** Feedback from students, staff, parents

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize surveys and focus groups at the beginning and end of the year to measure perceptions of inclusivity and involvement in decision-making. Monitor the implementation and outcomes of student and stakeholder feedback in program development and policy changes. Track participation rates in forums, advisory committees, and feedback sessions designed to gather input from the school community. <b>Strategy's Expected Result/Impact:</b> Input/Feedback from stakeholders <b>Staff Responsible for Monitoring:</b> Ranger Voice Committee, CPAC, Admin	Formative			Summative
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**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:** By the end of the academic year, ensure that 95% of staff members participate in at least three collaborative professional development sessions focused on team-building, effective communication, and trust-building strategies.

**High Priority**  
**Evaluation Data Sources:** Staff feedback, campus/district PD

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track attendance and participation rates in professional development sessions through sign-in sheets and registration records. Collect and analyze feedback from post-session surveys to assess the impact on staff collaboration and communication. Use follow-up surveys to measure changes in staff perceptions of teamwork and trust within the workplace. <b>Strategy's Expected Result/Impact:</b> Increase staff morale <b>Staff Responsible for Monitoring:</b> Campus Admin	Formative			Summative
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**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 2:** Achieve a 20% increase in overall staff satisfaction and engagement scores on annual employee surveys by the end of the academic year.

**Evaluation Data Sources:** Staff feedback/survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct baseline and end-of-year employee engagement surveys to assess staff satisfaction, engagement, and perceptions of being valued and respected. Analyze survey data to identify trends and areas needing improvement. Implement action plans based on survey results and monitor progress through follow-up assessments. <b>Strategy's Expected Result/Impact:</b> Increase in staff morale <b>Staff Responsible for Monitoring:</b> Admin	Formative			Summative
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**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 3:** By the end of the academic year, establish regular communication and feedback channels, such as and anonymous suggestion faculty meetings, weekly emails/newsletters, with at least 80% of staff reporting that these channels have improved open communication and trust within the organization.

**High Priority**  
**Evaluation Data Sources:** Newsletters, emails, Faculty meetings

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Instructional Leadership Team to get feedback on departments. Strategy's Expected Result/Impact: Better communication amongst staffulty Staff Responsible for Monitoring: CTHS Admin, ILT	Formative			Summative
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**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:** By the end of the academic year, ensure that at least 90% of staff members participate in a minimum of three professional learning activities that are aligned with the district's strategic goals.

**Evaluation Data Sources:** Campus/District PD

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track attendance and completion rates of professional learning activities through the district's professional development system. Collect and analyze data on the alignment of these activities with the district's strategic goals. Use surveys to gather staff feedback on the relevance and impact of these learning experiences on their professional growth and instructional practices.  <b>Strategy's Expected Result/Impact:</b> Professional Development <b>Staff Responsible for Monitoring:</b> CTHS Admn	Formative			Summative
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**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 2:** Increase the percentage of staff who report having the opportunity to drive their own professional learning and access resources that align with their career aspirations by 20% by the end of the academic year.

**High Priority**  
**Evaluation Data Sources:** One on One meetings with teachers, T-TESS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct baseline and follow-up surveys to assess staff perceptions of their ability to choose and direct their professional learning experiences. Monitor the usage of personalized learning plans and professional development resources provided by the district. Analyze survey data to identify trends and areas for improvement in supporting staff-driven learning. <b>Strategy's Expected Result/Impact:</b> Growing leaders <b>Staff Responsible for Monitoring:</b> CTHS Admin	Formative			Summative
	Dec	Feb	Apr	June
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**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 3:** Achieve a 15% improvement in staff self-reported measures of professional growth and instructional effectiveness as a result of participating in professional learning activities by the end of the academic year.

**High Priority**  
**Evaluation Data Sources:** One on One meetings with teachers, T-TESS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize pre- and post- conferences to measure changes in staff perceptions of their professional growth and instructional effectiveness. Analyze data from performance evaluations and student achievement metrics to evaluate the impact of professional learning on teaching practices and student outcomes. Use feedback from staff to continuously refine and enhance the quality and relevance of professional development offerings <b>Strategy's Expected Result/Impact:</b> Growing leaders <b>Staff Responsible for Monitoring:</b> Admin	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 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:** : By the end of the academic year, achieve a 20% increase in the number of families participating in school-sponsored engagement activities, such as family nights, workshops, and advisory committees.

**Evaluation Data Sources:** Attendance/Feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track attendance and participation rates at engagement activities through sign-in sheets, registration records, and event surveys. Analyze trends in attendance and participation to identify successful strategies and areas for improvement in promoting family engagement. <b>Strategy's Expected Result/Impact:</b> More engagement/participation <b>Staff Responsible for Monitoring:</b> Teachers, Admin	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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**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 2:** Achieve a 15% improvement in family satisfaction and perceptions of engagement effectiveness as measured by annual surveys by the end of the academic year.

**Evaluation Data Sources:** Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct baseline and follow-up surveys to assess family satisfaction with engagement opportunities and their perceptions of feeling heard, respected, and valued by the school community. Analyze survey data to identify areas for improvement in communication, responsiveness, and inclusivity in family engagement efforts. <b>Strategy's Expected Result/Impact:</b> Community engagement <b>Staff Responsible for Monitoring:</b> Admin	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>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

**Performance Objective 3:** Establish and maintain regular feedback mechanisms, such as newsletters surveys, and parent advisory groups, with at least 90% of families reporting feeling heard and valued as a result of their input being considered in school decision-making processes.

**Evaluation Data Sources:** Newsletters, emails/Lets Talk

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor the implementation and usage of feedback mechanisms and collect data on the number and nature of submissions from families. Conduct follow-up surveys to assess perceptions of the effectiveness of these mechanisms in facilitating family input and influencing school decisions. Use feedback to make improvements and adjustments to engagement strategies as needed. <b>Strategy's Expected Result/Impact:</b> improve commnication <b>Staff Responsible for Monitoring:</b> CTHS Admin	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

**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.

**Performance Objective 1:** By the end of the academic year, develop standardized guidance documents for at least 80% of key organizational processes and procedures, ensuring clear understanding of expectations and alignment across campuses and departments.

Evaluation Data Sources: NA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track the development and implementation of standardized guidance documents for key processes, such as student enrollment, professional development, and budgeting, through project management tools or documentation tracking systems. Conduct periodic reviews and audits to assess the completeness and effectiveness of the documents in promoting clarity and alignment.  <b>Strategy's Expected Result/Impact:</b> NA <b>Staff Responsible for Monitoring:</b> Admin	Formative			Summative
	Dec	Feb	Apr	June
<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> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

**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.

**Performance Objective 2:** Ensure that 100% of staff members receive training on the use of standardized guidance documents and communication strategies to promote system standardization and efficiency by the end of the academic year.

**Evaluation Data Sources:** Dr. Waters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor staff participation and completion rates in training sessions through attendance records and training completion reports. Conduct surveys or assessments to evaluate staff understanding and proficiency in using standardized guidance documents. Measure the frequency and effectiveness of communication strategies, such as staff meetings, newsletters, and email updates, in promoting awareness and adherence to standardized processes.  <b>Strategy's Expected Result/Impact:</b> NA <b>Staff Responsible for Monitoring:</b> Campus and District Staff	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 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.

**Performance Objective 3:** Ensure staff is trained on length documents are needed to be stored and disposed of.

**Evaluation Data Sources:** NA

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

**Performance Objective 1:** By the end of the academic year, develop and implement a centralized information location on campus that consolidates data from various departments to promote interdependence and efficiency across the campus.

**Evaluation Data Sources:** NA

**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:** By the end of the academic year, ensure that 100% of staff and students participate in at least two safety and security trainings, such as active shooter drills, emergency response protocols, and safety awareness drills.

**Evaluation Data Sources:** Campuswide

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track attendance and participation rates in safety and security trainings through sign-in sheets, training completion records, or electronic tracking systems. Conduct surveys or assessments to gather feedback from participants on the relevance and effectiveness of the trainings in enhancing safety awareness and preparedness. <b>Strategy's Expected Result/Impact:</b> Safety and Security awareness/preparedness <b>Staff Responsible for Monitoring:</b> CTHS Admin, SBLE's	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 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 2:** Implement at least three new safety and security protocols or procedures aimed at addressing emerging threats or vulnerabilities identified through safety assessments or incident analyses by the end of the academic year.

**High Priority**  
**Evaluation Data Sources:** Campuswide

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Document the development and implementation of new safety and security protocols or procedures, including revisions to existing policies, procedures, or emergency response plans. Conduct audits or evaluations to assess the effectiveness and compliance of these protocols in mitigating risks and enhancing safety and security across the organization. <b>Strategy's Expected Result/Impact:</b> Safety and Security awareness/preparedness <b>Staff Responsible for Monitoring:</b> Everyone	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 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.

**Performance Objective 1:** Achieve 100% compliance with all safety and security policies, procedures, and laws by the end of the academic year.

**High Priority**

**Evaluation Data Sources:** Campuswide/safety audits

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct regular audits and inspections to assess adherence to safety and security policies and procedures. Utilize checklist evaluations, site visits, and documentation reviews to identify areas of non-compliance. Develop corrective action plans and monitor progress towards achieving full compliance through follow-up assessments. <b>Strategy's Expected Result/Impact:</b> Safety and Security awareness and preparedness <b>Staff Responsible for Monitoring:</b> All Staff/students	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 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.

**Performance Objective 2:** Decrease the average response time to safety and security incidents by at least 20% by the end of the academic year, as measured from the time of incident report to the initiation of appropriate response actions.

**High Priority**  
**Evaluation Data Sources:** NA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track response times to safety and security incidents using incident reporting systems or logbooks. Analyze response data to identify bottlenecks or inefficiencies in the incident response process. Implement strategies such as staff training, resource allocation adjustments, or technology enhancements to streamline response procedures and reduce overall response times. <b>Strategy's Expected Result/Impact:</b> Proactive vs Reactive <b>Staff Responsible for Monitoring:</b> CTHS Admin	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>				