

Eagle Mountain-Saginaw Independent School District

Comanche Springs Elementary

2024-2025 Campus Improvement Plan



Mission Statement

MISSION

Work together, Celebrate growth, Focus on learning

Vision

VISION

Comanche Springs Elementary will be a school where all students learn at high levels within a culture that is safe and supportive for all.

Core Beliefs

CORE BELIEFS

- We believe a high-quality education is the right of every child.
- We believe all people, regardless of age or background, are valuable and deserve compassion, respect, and kindness.
- We believe a sense of belonging is critical for student and staff success, and we will welcome and include each member of our community.
- We believe success comes in many forms and all growth should be celebrated.

- We believe in the power of collaboration within our school community to make a difference in the lives of children.
- We believe having fun is an important part of learning together.
- We believe in holding ourselves and each other accountable to the important work we have undertaken.
- We believe in understanding and forgiveness and that every day is a new day.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on most recent TAPR report published, 2023 - 2024

Comanche Springs Elementary School, located in north Fort Worth within the Eagle Mountain-Saginaw Independent School District, primarily serves as a neighborhood school. During the 2022-2023 school year, the school had an enrollment of 618 students.

In terms of student demographics, 32% of the student body identified as Hispanic/Latino, 31% as African American, 25% as White, 8% as Asian, and 5% as two or more races. Regarding special programs, 6% of the students were identified as Gifted/Talented, and 20% received services through special education. Additionally, 24% of the student population was classified as emergent bilingual, with 20% receiving support from ESL-certified teachers. The school also housed two self-contained special education classrooms.

The socioeconomic profile of the school revealed that 52% of students qualified for free or reduced-price meals. The overall attendance rate for the 2022-2023 academic year was 95%, reflecting strong student participation.

In terms of staffing, Comanche Springs Elementary employed 39 teachers, five professional support personnel, two administrators, and ten paraprofessionals during the 2022-2023 school year. The staff demographics included 80% identifying as White, 16% as Hispanic, and 4% as Black, with four male staff members and the rest female. Seven teachers held a Master's degree, while the others had a Bachelor's degree. On average, teachers had 7.1 years of experience, with 4.3 years spent at Comanche Springs. The student-teacher ratio stood at 14.3 to 1.

Demographics Strengths

Diverse Student Body: The school has a highly diverse student population, with a near-equal distribution of Hispanic/Latino (32%), African American (31%), and White (25%) students, as well as representation from Asian (8%) and multiracial (5%) groups. This diversity provides a rich environment for cultural awareness and inclusivity.

Commitment to Special Programs: With 20% of students receiving special education services, the school demonstrates a strong commitment to supporting students with special needs. Additionally, 6% of students are identified as Gifted/Talented, showing the school's ability to nurture high-achieving students.

Support for Emergent Bilingual Students: The fact that 24% of students are emergent bilinguals, with 20% receiving instruction from ESL-certified teachers, highlights the school's focus on language development and support for students learning English.

Strong Attendance Rate: The 95% attendance rate for the 2022-2023 school year is a positive indicator of student engagement and the effectiveness of the school's efforts to ensure students are regularly attending and participating in learning.

Experienced Teaching Staff: The average teaching experience of 7.1 years, combined with 4.3 years of tenure at the school, reflects a balance of experienced and committed staff who are familiar with the school's culture and students' needs. Furthermore, having seven teachers with a Master's degree indicates a high level of professional development.

Low Student-Teacher Ratio: The student-teacher ratio of 14.3 to 1 suggests that students are likely receiving more individualized attention, which can lead to better academic outcomes and a more supportive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High Percentage of Special Education Students **Root Cause:** While 20% of students receiving special education services shows a strong commitment to supporting diverse needs, this high percentage may place significant strain on the school's resources and staff. There could be concerns about whether sufficient support, including specialized staff and services, is available to meet the needs of these students effectively.

Problem Statement 2: Emergent Bilingual Support **Root Cause:** With 24% of the student population identified as emergent bilinguals but only 20% of teachers being ESL-certified, there might be a gap in adequately supporting all students who need English language instruction. This discrepancy could affect language development and academic achievement for some students.

Problem Statement 3: Staff Diversity **Root Cause:** The staff demographics show that 80% of the teaching staff is White, compared to a much more diverse student population (32% Hispanic, 31% African American). The lack of staff diversity may hinder efforts to foster cultural inclusivity and representation, potentially making it harder for students from diverse backgrounds to feel connected and understood.

Problem Statement 4: Gender Disparity in Staff **Root Cause:** With only four male staff members, the gender representation among staff is imbalanced, which may limit the range of role models for students, especially male students who could benefit from more representation in educational roles.

Problem Statement 5: Socioeconomic Challenges **Root Cause:** With 52% of students eligible for free or reduced-price meals, a significant portion of the student body faces economic challenges. This could lead to greater needs for support services, such as additional counseling, tutoring, and family engagement programs, which could stretch the school's resources.

Problem Statement 6: Teacher Retention and Experience **Root Cause:** While the average teacher experience is 7.1 years, the average time spent at Comanche Springs is only 4.3 years, which could indicate higher turnover. A shorter tenure on campus might impact the continuity of programs, relationships with students and families, and overall school stability.

Student Learning

Student Learning Summary

Early Reading: mClass End-of -Year Data 2024

Percentage of Students Reading On or Above Grade Level (Compared to District Benchmark Campuses)

	Comanche Springs	District
Kindergarten	70%	69%
First Grade	66%	66%
Second Grade	54%	59%

3-5 Reading Three Year Comparison

Percentage of Students Approaching Grade Level

	Comanche Springs 2022	Comanche Springs 2023	Comanche Springs 2024
Third Grade	69	67	59
Fourth Grade	79	77	72
Fifth Grade	80	80	74

The primary area of focus should be **third grade**, where there has been the most significant decline over the past three years. Strengthening early reading instruction and providing targeted interventions in third grade will help address this gap. Additionally, efforts to stabilize and boost performance in fourth and fifth grades can help reverse the gradual declines seen in those grade levels. Ensuring consistency and improvement across all three grades will be key to raising overall reading proficiency at Comanche Springs.

3-5 Math Three Year Comparison

Percentage of Students Approaching Grade Level

	Comanche Springs 2022	Comanche Springs 2023	Comanche Springs 2024
Third Grade	65	50	64
Fourth Grade	65	58	58
Fifth Grade	69	71	71

The data highlights strong and consistent performance in **fifth grade** and a notable **recovery in third grade** math scores in 2024. Additionally, the stabilization of **fourth-grade** performance, while still lower than 2022, indicates that the downward trend has been halted. These strengths reflect positive instructional outcomes, particularly in the upper grades, and a promising recovery in early elementary math.

5 Science Three Year Comparison

Percentage of Students Approaching Grade Level (Compared to District Benchmark Campuses and District)

	Comanche Springs 2022	Comanche Springs 2023	Comanche Springs 2024
Fifth Grade	60	52	53

English Language Acquisition: TELPAS 2023

Percentage of Students Showing an Increase in Proficiency as Measured by Composite Rating

First Grade	25%
Second Grade	0%
Third Grade	25%
Fourth Grade	0%
Fifth Grade	16%
All	14%

Student Learning Strengths

Early Literacy -

When comparing the performance data between Comanche Springs and the district averages, a few strengths emerge:

- **Kindergarten:** Comanche Springs has a slight edge over the district average with 70% proficiency compared to 69%. This indicates that early intervention strategies and foundational skill-building at Comanche Springs may be slightly more effective at the kindergarten level.
- **First Grade:** Both Comanche Springs and the district have identical proficiency rates at 66%. While not outperforming the district, maintaining parity here suggests that the school's instructional approaches are on track with district-wide benchmarks.

Overall, the data reflects strengths in early literacy and foundational skills in Kindergarten, along with consistency in First Grade.

5th Science -

When comparing the three-year trend in 5th-grade science performance at Comanche Springs, we can observe the following:

- 2022: Comanche Springs had 60% of 5th-grade students approaching grade level.

- 2023: There was a decline in 2023, with only 52% of students approaching grade level, indicating a significant drop.
- 2024: In 2024, there was a slight improvement to 53%, but the performance has not yet recovered to the 2022 level.

Areas for Focus:

While the slight recovery in 2024 is positive, the data highlights the need for **targeted interventions and support** to boost science performance and reverse the downward trend observed between 2022 and 2023.

Reading Instruction - Three Year Comparison

Looking at the three-year comparison of reading performance for grades 3-5 at Comanche Springs, we can identify several strengths despite some fluctuations:

- **Fifth Grade Consistency:** In 2022 and 2023, 80% of fifth-grade students approached grade level in reading, showing consistency over two years. Although it dipped slightly to 74% in 2024, this grade level continues to perform the strongest compared to the other grades. Maintaining such a high percentage over multiple years is a positive indicator of the effectiveness of instruction at the upper grade level.
- **Fourth Grade Performance:** Fourth grade also demonstrates strong performance, with 79% of students approaching grade level in 2022, 77% in 2023, and 72% in 2024. While there is a slight decline, these numbers remain solid and consistently higher than third-grade scores, indicating that reading instruction and student progress are more effective at this grade level.

Math Instruction - Three Year Comparison

The three-year comparison of math performance at Comanche Springs reveals several strengths:

- **Fifth-grade math performance** has been strong and stable, with a slight increase from 69% in 2022 to 71% in both 2023 and 2024. This consistency suggests that the math instruction in fifth grade is effective, with students maintaining a high level of performance.
- After a sharp drop from 65% in 2022 to 50% in 2023, **third grade** saw a significant recovery in 2024, improving to 64%. This rebound is a positive sign that interventions or adjustments in the third-grade math curriculum have been effective in addressing previous challenges.

The primary opportunities for growth are in **third grade**, where performance has been inconsistent, and **fourth grade**, where student outcomes have stagnated. Strengthening instructional strategies and providing targeted interventions in these grades will be crucial to improving overall math proficiency. Additionally, although fifth-grade performance is solid, there is potential to push students to higher levels of achievement to prevent stagnation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Comanche Springs falls below the district average in second grade, with 54% proficiency compared to the district's 59%. While this presents a challenge, it also highlights a potential area for targeted academic intervention to close the gap.

Problem Statement 2: Decline from 2022 to 2023: The sharp drop from 60% to 52% suggests that there may have been challenges during the 2023 academic year, such as curriculum adjustments, instructional gaps, or external factors impacting student performance.

Problem Statement 3: Third grade has experienced a significant decline over the past three years, with a noticeable drop from 69% in 2022 to 59% in 2024. This is the most

pronounced decline across all grade levels, indicating that early intervention strategies in reading for third graders may need to be revisited. **Root Cause:** foundational reading skills at this level are not a priority to help students be better prepared for subsequent grades - effective MTSS processes are not in place

Problem Statement 4: 4th grade has a 7% drop over three years which suggests that while **Root Cause:** targeted support is not in place to prevent further decline and ensure students continue progressing - lack of effective MTSS processes to fill gaps prior to moving up grade levels

Problem Statement 5: The third-grade performance shows significant volatility, with a sharp decline from 65% in 2022 to 50% in 2023, followed by a recovery to 64% in 2024. **Root Cause:** lack of stable and targeted math instruction in third grade and below

Problem Statement 6: Fourth-grade performance has declined from 65% in 2022 and has since stagnated at 58% for two consecutive years. **Root Cause:** Lack of efforts in intervention to show sufficient student outcomes.

School Processes & Programs

School Processes & Programs Summary

Several school processes are being revised for the 2023-2024 school year.

- Professional Learning Community
- Grade Level Instructional Planning
- MTSS Process
- Leadership Team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Professional Learning Communities not as effective as needed. **Root Cause:** Lack of a systematic process for doing PLC work.

Problem Statement 2 (Prioritized): Quality of intervention process varies among grade levels and classrooms. **Root Cause:** Lack of a systematic intervention process

Perceptions

Perceptions Summary

Parent Survey

81 parents/family members participated in last year's online parent survey (less than 15%).

84% of responders rated the overall quality of the school as excellent or good. 89% agreed that families were informed about and encouraged to attend school programs and activities. These were the strongest positive responses to any questions on the survey. The biggest parent concern, according to the survey, is bullying and the staff's response to it.

Staff Survey

26 staff members responded to the online survey. 92% reported overall engagement in their position. 100% reported enjoying working with their supervisor. The lowest areas in the staff survey involved feeling valued for their work or being recognized for their contributions, at 50% and 61% respectively.

Perceptions Strengths

Parent perception of overall quality of the school is relatively high compared to other responses on the survey. Families felt that they were informed and encouraged to participate in school activities and programs.

Staff respondents are, for the most part, engaged in their work.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 61% of staff reported on the 22-23 Staff Survey that they believe staff is recognized for good performance.

Problem Statement 2 (Prioritized): 50% of staff reported on the 22-23 Staff Survey that they feel valued at work.

Problem Statement 3: 60% of parents reported on the 22-23 Parent Survey that they believe discipline is enforced fairly.

Problem Statement 4 (Prioritized): 58% of parents reported on the 22-23 Parent Survey that they believe the staff is responsive when a student reports bullying.

Problem Statement 5 (Prioritized): 67% of parents reported on the 22-23 Parent Survey that they believe bullying is not tolerated.

Priority Problem Statements

Problem Statement 1: Professional Learning Communities not as effective as needed.

Root Cause 1: Lack of a systematic process for doing PLC work.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Quality of intervention process varies among grade levels and classrooms.

Root Cause 2: Lack of a systematic intervention process

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 61% of staff reported on the 22-23 Staff Survey that they believe staff is recognized for good performance.

Root Cause 3:

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 50% of staff reported on the 22-23 Staff Survey that they feel valued at work.

Root Cause 4:

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 58% of parents reported on the 22-23 Parent Survey that they believe the staff is responsive when a student reports bullying.

Root Cause 5:

Problem Statement 5 Areas: Perceptions

Problem Statement 6: 67% of parents reported on the 22-23 Parent Survey that they believe bullying is not tolerated.

Root Cause 6:

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: LANGUAGE ARTS: By the end of the 2023-2024 school year, 90% of kindergarten, 80% of first grade, and 80% of second grade students will exhibit foundational reading skills as measured by a composite score of on grade level or above on mClass end-of-year assessments.





High Priority

Evaluation Data Sources: mClass end-of-year assessment
mClass progress monitoring
Mastery of essential standards for reading

Strategy 1 Details	Reviews			
Strategy 1: Use of reading coach and reading interventionist (20% of time) to provide training and support for K-2 teachers during PLC Goal Team meetings, grade level planning, and one-on-one professional coaching and modeling as needed Strategy's Expected Result/Impact: Increased teacher proficiency in Tier I literacy instruction Staff Responsible for Monitoring: Coach, interventionist, administration Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Frequent progress monitoring of foundational skills through mClass based on level. Above level - once a semester, on level - monthly, below level - every two to three weeks Strategy's Expected Result/Impact: Targeted intervention for students who are not making progress between benchmark assessments Staff Responsible for Monitoring: Teachers, coach, interventionist, administration Title I: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Word study portion of Reading Workshop curriculum will be implemented daily for a minimum of 20 minutes per day in all kindergarten, first, and second grade classrooms to ensure phonics instruction is solid. Strategy's Expected Result/Impact: Stronger foundational phonics skills for all students Staff Responsible for Monitoring: Teachers, coach, administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Use of reading interventionist to serve Tier 3 students. Strategy's Expected Result/Impact: Increased student reading levels Staff Responsible for Monitoring: Interventionist Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Interventionist salary - 211 - Title 1, Part A	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Use of part-time tutor to serve Tier 2 students Strategy's Expected Result/Impact: Smaller, more targeted intervention groups resulting in increased student reading levels Staff Responsible for Monitoring: Administration, Interventionist, Coach Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Funds for tutor - 199 - State Compensatory Ed - \$9,500	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Training on guided reading and shared reading best practices and implementation Strategy's Expected Result/Impact: Higher quality Tier 1 and 2 instruction Increased student reading levels Staff Responsible for Monitoring: Coach, interventionist, administration, district coach Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Guided reading and shared reading daily in all kindergarten, first, and second grade classrooms Strategy's Expected Result/Impact: Increased student reading levels Staff Responsible for Monitoring: Teachers, coach, administration, district coach Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June





Strategy 8 Details	Reviews			
Strategy 8: Implementation of Fundamental Five strategies in all language arts classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. Strategy's Expected Result/Impact: Increased effectiveness of Tier I instruction Staff Responsible for Monitoring: Teachers Coaches Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
Strategy 9: Prekindergarten teacher will monitor letter recognition skill of students and provide intervention as needed to ensure students enter kindergarten knowing the majority of the capital and lower case letters. Strategy's Expected Result/Impact: Students entering kindergarten with stronger pre-reading skills Staff Responsible for Monitoring: Prekindergarten teacher ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	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: LANGUAGE ARTS: By the end of the 2023-2024 school year, 90% of third, fourth, and fifth grade students will show mastery of their grade level essential standards for reading as measured by campus and district assessments.

Evaluation Data Sources: Campus and district assessments
Interim assessments

Strategy 1 Details	Reviews			
Strategy 1: Frequent progress monitoring of essential standards for reading using test passages and teacher-created assessments for all students including hispanic, African American and English Learner student groups. Progress monitoring to include analysis of student work looking for strategies that explain their thinking. Strategy's Expected Result/Impact: More targeted intervention for students not making sufficient progress Staff Responsible for Monitoring: Teachers, coach, interventionist, administration Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Training for all grades 3-5 reading teachers on Reading Progress as a progress monitoring tool Strategy's Expected Result/Impact: More targeted intervention and small group instruction Staff Responsible for Monitoring: Katie Wardlaw (third grade reading teacher, team lead, CTI)) for training Coach and interventionist Teachers Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
Strategy 3: Use of Reading Progress in grades 3-5 monthly to monitor student learning. Strategy's Expected Result/Impact: More targeted instruction and intervention Staff Responsible for Monitoring: Teachers, interventionists, coach, administration ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Implementation of Fundamental Five strategies in all language arts classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. Strategy's Expected Result/Impact: Increased effectiveness of Tier I instruction Staff Responsible for Monitoring: Teachers, coach, administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
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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 3: MATHEMATICS: By the end of the 2023-2024 school year, 85% of kindergarten and 80% of first and second grade students will show proficiency in math as measured by ISIP.

Evaluation Data Sources: ISIP

Strategy 1 Details		Reviews			
Strategy 1: Math Workshop will be implemented with fidelity daily including Number Corner, student use of manipulatives, small group instruction, and spiral review. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Teachers, coach, interventionist, administration Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative			Summative
		Dec	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Implementation of Fundamental Five strategies in all math classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. Strategy's Expected Result/Impact: Increased effectiveness of Tier I instruction Staff Responsible for Monitoring: Teachers, coach, administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative			Summative
		Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
Strategy 3: Progress monitoring with monthly ISIP and assignment of targeted objectives in istation Staff Responsible for Monitoring: Teachers, coach, interventionist, administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	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 4: MATHEMATICS: By the end of the 2023-2024 school year, 90% of third, fourth, and fifth grade students will show mastery of their grade level essential standards for mathematics as measured by campus and district assessments.

Evaluation Data Sources: Campus and district assessments

Strategy 1 Details	Reviews			
Strategy 1: Frequent progress monitoring of mastery of essential standards, including students in hispanic, African American, and English Language student groups Strategy's Expected Result/Impact: Targeted intervention and instruction Staff Responsible for Monitoring: Teachers, coach, administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Daily problem-solving practice Strategy's Expected Result/Impact: Increased student proficiency with problem solving Staff Responsible for Monitoring: Teachers Coaches Interventionists Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implementation of Fundamental Five strategies in all math classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. Strategy's Expected Result/Impact: Increased effectiveness of Tier I instruction Staff Responsible for Monitoring: Teachers Interventionists Coaches Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Use of math interventionist to work with Tier 3 students Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Interventionist Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Funding for interventionist - 211 - Title 1, Part A	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 5: SCIENCE: By the end of the 2023-2024 school year, 90% of fifth grade students will show mastery of their grade level essential standards for science as measured by campus and district assessments.

Evaluation Data Sources: Campus and district assessments





Strategy 1 Details	Reviews			
Strategy 1: Regular progress monitoring of essential standards Strategy's Expected Result/Impact: Guidance for lesson planning based on assessment results Staff Responsible for Monitoring: Teachers Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of Fundamental Five strategies in all science classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	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 6: INSTRUCTIONAL ALIGNMENT: By the end of the 2023-2024 school year, instructional strategies in key academic areas will be aligned in all kindergarten through fifth grade classrooms.

Evaluation Data Sources: Vertical goal team data
Walkthroughs

Strategy 1 Details	Reviews			
Strategy 1: Align the use of mathematics instructional strategies and tools across grade levels, specifically anchor charts, manipulatives, 100 and 120 chart, number lines, and grid paper. Strategy's Expected Result/Impact: Deeper conceptual understanding of mathematic concepts leading to increased learning Staff Responsible for Monitoring: Math vertical goal team Math teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Align the use of the RAP strategy across all kindergarten through fifth grade classrooms to improve critical thinking skills, writing skills, and short constructed responses. Strategy's Expected Result/Impact: Increased comprehension and verbal and written output across grade levels Staff Responsible for Monitoring: ELAR vertical goal team ELAR teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Align science instruction in TEKS dealing with natural resources, earth science, and matter/energy, using CER (Claim, Evidence, Reasoning) data to monitor progress. Strategy's Expected Result/Impact: Increase student learning in these areas, leading to a stronger science foundation for fifth graders Staff Responsible for Monitoring: Science vertical goal team Science teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative			Summative
		Dec	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: Use of QSSSA strategy across classrooms and grade levels to increase opportunities for purposeful talk for English Learners, students with learning disabilities, and all students Strategy's Expected Result/Impact: Increased levels of critical thinking, discussion, and understanding Staff Responsible for Monitoring: EL/SPED vertical goal team Classroom teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy		Formative			Summative
		Dec	Feb	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>					

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Performance Objective 7: SYSTEMATIC INTERVENTION; By the end of the 2023-2024 school year, a clear tutoring and intervention plan aligned with the district MTSS plan will be documented and in use.

Evaluation Data Sources: Written plan
MTSS documents
Intervention data

Strategy 1 Details	Reviews			
Strategy 1: Use PDSA cycle to develop plan with coaches and interventionists, set schedules, train staff, implement, review, and adjust. Strategy's Expected Result/Impact: A plan that is easily understood by staff and effective in meeting needs of students ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June

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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 8: SPECIAL POPULATIONS: By the end of the 2023 school year 50% of first through fifth grade English Learners will advance one level in the composite rating of TELPAS.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Implementation of Fundamental Five strategies in all classrooms including, working in the power zone, framing all lessons, reinforcement and feedback, frequent small group purposeful talk, and critical writing. Strategy's Expected Result/Impact: These foundational instructional strategies will benefit English Learners, as well as all students. Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Regular use of QSSSA strategy in all classrooms Strategy's Expected Result/Impact: Increased comprehension for English Learners Staff Responsible for Monitoring: EL/SPED vertical goal team Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
<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>				

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Performance Objective 9: COORDINATED SCHOOL HEALTH: By the end of the 2023-2024 school year, 90% of students in grades 3-5 will meet the standard on the Fitnessgram.

Evaluation Data Sources: Fitnessgram results

Strategy 1 Details	Reviews			
Strategy 1: Planned and intentional warm-ups with students running Strategy's Expected Result/Impact: Increased endurance Staff Responsible for Monitoring: PE teacher and assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement exercises including push-ups and curl-ups into games Strategy's Expected Result/Impact: Increased arm strength Staff Responsible for Monitoring: PE teacher and assistant Additional Targeted Support Strategy	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 10: ATTENDANCE: By the end of 2023-2024, average daily attendance will increase form 95% to 97%.

Evaluation Data Sources: PEIMS Report
Monthly Attendance Records

Strategy 1 Details	Reviews			
Strategy 1: Teachers call home after three consecutive absences Assistant Principal or counselor call after seven absences Principal calls after seven unexcused absences Truancy letters Truancy filing Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Teachers, counselor, administration ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: For students with excessive absences and no improvement after above strategies are implemented, Home visits or well checks by Fort Worth police Strategy's Expected Result/Impact: Improved attendance, help for families that need it Staff Responsible for Monitoring: Counselor, 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>				

Goal 2: 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: PERSONALIZED GOAL SETTING: By the end of the 2023-2024 school year, all students in kindergarten through fifth grade will set individual goals and track progress towards those goals as evidenced by the use of personal, individual data folders.

Evaluation Data Sources: Evidence of student data folders at K-5.

Strategy 1 Details	Reviews			
Strategy 1: In goal teams, teachers will develop goal and data pages for student data folders Strategy's Expected Result/Impact: Data folders will be aligned with essential standards and critical assessment pieces ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will reflect on data folders and track progress towards goals bimonthly or as new data becomes available. Strategy's Expected Result/Impact: Students will take ownership of their learning. Staff Responsible for Monitoring: Teachers	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> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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Performance Objective 2: PROFESSIONAL LEARNING COMMUNITY: By the end of the 2023-2024 school year, all teachers will work in goal teams within the campus Professional Learning Community to set team and individual student goals, track data for those goals, and adjust instruction and intervention accordingly.

Evaluation Data Sources: Goal Team records in campus One Note

Strategy 1 Details	Reviews			
Strategy 1: Grade level goal teams will meet weekly during planning period or after school with coach, interventionist, and administration. Strategy's Expected Result/Impact: Increased capacity of staff to implement effective PLC goal teams Staff Responsible for Monitoring: Coaches, Interventionists, Administration, Team Leaders ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy	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: PARENT AND FAMILY ENGAGEMENT: By the end of the 2023-2024 school year, all components of a Title I campus will be in place, including a written Parent and Family Engagement Plan and School-Parent Compact, and all components of a Title I Campus Improvement Plan.

Evaluation Data Sources: Written documents, agendas, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Recruit Campus Parent Advisory Council and draft School-Parent Compact and Parent and Family Engagement Plan. Strategy's Expected Result/Impact: Creation of draft documents to establish initial Title I plan for campus Staff Responsible for Monitoring: Principal Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Present drafts of documents at initial annual Title I meeting (repeated the following week) and make revisions based on input. Strategy's Expected Result/Impact: More parent involvement in creating the plan Title I: 4.1, 4.2	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Send edited draft to all families through the weekly school newsletter asking for suggestions for final changes. Strategy's Expected Result/Impact: All families will have an opportunity for input Staff Responsible for Monitoring: Principal Title I: 4.1	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Send final copy of Parent and Family Engagement Plan and School-Parent Compact to all families through school newsletter. Distribute compact at fall parent conferences. Strategy's Expected Result/Impact: All families informed of engagement plan and compact Staff Responsible for Monitoring: Principal, teachers Title I: 4.1	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>				

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Performance Objective 4: PARENT AND FAMILY ENGAGEMENT: By the end of the 2023-2024 school year, the campus will increase the number of family engagement opportunities by 50% over last year.





Evaluation Data Sources: Agendas/Programs
Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Hold Math Night, Science Night, Reading Night, Multicultural Holidays Night, Early Literacy Parent Training, Breakfast with Grandparents, Donuts with Dad, Muffins with Mom, Book Fairs, Open House, Parent Conferences, Career Day, PTA events Strategy's Expected Result/Impact: Multiple opportunities for families to be involved at the school Increased parent engagement ESF Levers: Lever 3: Positive School Culture	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 2: 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 5: PROFESSIONAL LEARNING: All professional learning opportunities will be aligned with the campus improvement plan.

Evaluation Data Sources: Professional Learning Agendas and Sign-in Sheets

Strategy 1 Details	Reviews			
Strategy 1: Year-long emphasis on Fundamental Five strategies, through training, walk-throughs, data collection and sharing with staff, inclusion in lesson plans. Strategy's Expected Result/Impact: Stronger Tier I instruction Increased learning Staff Responsible for Monitoring: Team Leaders, Coaches, Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Use of Differentiated Supervision strategies to better individualize professional learning for teachers Strategy's Expected Result/Impact: Stronger Tier I instruction Increased learning Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement Teach Like A Champion book study to equip teachers with additional foundational, research base, strategies for Tier I instruction Strategy's Expected Result/Impact: Stronger Tier I instruction Increased learning Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

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Performance Objective 6: STAFF PERCEPTIONS: By the end of 2023-2024, 100% of staff will report feeling valued at work as measured by the Staff Survey.





Evaluation Data Sources: Staff Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Focused development of Leadership Team through increased opportunities to develop plans, make decisions, and guide team mates Strategy's Expected Result/Impact: Leadership team will know their contributions are critical to the success of the campus Staff Responsible for Monitoring: Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increased opportunities for staff members' voices to be heard through surveys, feedback, and providing input through leadership team Strategy's Expected Result/Impact: All staff members will know that their voice matters and is heard Staff Responsible for Monitoring: Administration	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> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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Performance Objective 7: STAFF PERCEPTIONS: By the end of 2023-2024, 100% of staff will report that they believe staff is recognized for good performance as measured by the staff survey.

Evaluation Data Sources: Staff Survey Results

Strategy 1 Details	Reviews			
Strategy 1: "SPUR" Recognition as CSES Spur is passed from one staff member to another in recognition for good performance Strategy's Expected Result/Impact: Individual recognition Staff Responsible for Monitoring: Administration, staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement "Wins"-Day celebrations to recognize improvement or goal attainment Strategy's Expected Result/Impact: Recognition of grade level good performance or celebrations Staff Responsible for Monitoring: Administration, staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Positive notes on staff bulletin board, personal notes to staff Strategy's Expected Result/Impact: Staff will know their efforts are recognized and appreciated Staff Responsible for Monitoring: Administration, Staff	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: SOCIAL AND EMOTIONAL WELL-BEING: By the end of the 2023-2024 school year, 100% of staff and students will have access to well-being strategies.

Evaluation Data Sources: Documentation of well-being strategies being implemented

Strategy 1 Details	Reviews			
Strategy 1: Counselor initiatives, including emails to staff with well-being strategies, classroom guidance lessons, and messages on morning announcements Strategy's Expected Result/Impact: More tools for well-being for staff and students Staff Responsible for Monitoring: Counselor, 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: SAFETY: By the end of the 2023 2024 school year, we will have created and added to the campus safety plan a protocol for locating a missing child.

Strategy 1 Details	Reviews			
Strategy 1: Meet with district committee to co-create plan. Strategy's Expected Result/Impact: A written process for locating a missing child Staff Responsible for Monitoring: Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Train Core Team and staff Strategy's Expected Result/Impact: Staff will know assigned roles Staff Responsible for Monitoring: 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: CAMPUS VISION: By the end of 2023-2024, in support of our campus vision, we will implement 100% of our planned strategies to build a culture that is safe and supportive for all.

Evaluation Data Sources: Counselor and administration records and calendars

Strategy 1 Details	Reviews			
Strategy 1: Mentoring programs PALS (Saginaw High School students) and Man Up (Prairie Vista Middle School students) Strategy's Expected Result/Impact: Additional support for students in academics and social-emotional learning Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Kindness Club, Spur Ambassadors, Start with Hello week, Great Kindness Challenge Strategy's Expected Result/Impact: Students will understand the importance of service, kindness, and inclusion Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Personal safety initiatives including Play it Safe, Red Ribbon Week, and NetSmartz Strategy's Expected Result/Impact: Increased student awareness of personal boundaries, the dangers of drugs, and internet safety Staff Responsible for Monitoring: Counselor	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 4: CAMPUS MISSION: By the end of the 2023-2024 school year, in support of our campus mission, we will celebrate growth by implementing 100% of our planned strategies.

Evaluation Data Sources: Counselor and administration records and calendars

Strategy 1 Details	Reviews			
Strategy 1: Hold "Inspirations" pep rallies each nine weeks to celebrate growth and achievement of individual students, classes, and grade levels. Strategy's Expected Result/Impact: Encouragement of students and staff Staff Responsible for Monitoring: Counselor and administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase and install bells for each grade level hallway for students to ring when they meet an academic or personal goal. Strategy's Expected Result/Impact: Encouragement of students Staff Responsible for Monitoring: 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>				

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 5: PARENT PERCEPTIONS: By the end of 2023-2024, 90% of parents will report on the end-of-year Parent Survey that staff members are responsive to reports of bullying and that bullying is not tolerated.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Clear communication of what bullying is through newsletters and conversations Strategy's Expected Result/Impact: A better understanding by families of the difference between bullying and other unkind behaviors Staff Responsible for Monitoring: 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>				

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.

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.

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.

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.

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.

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.

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.

State Compensatory

Budget for Comanche Springs Elementary

Total SCE Funds: \$147,793.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Math interventionist (\$63,500) Reading interventionist (\$74,793) Each provide Tier 3 intervention to students in grades 1-5, primarily. Tutor (\$9500) - Provides early intervention for K-2 reading

Personnel for Comanche Springs Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christi Renteria	Interventionist	1
Destiny Womack	Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelica Martinez	Math Coach		0.5
Victoria Swanson	Reading Coach		0.5

Campus Advisory Committee

Committee Role	Name	Position
Parent	Jennifer Jackson	Parent
Paraprofessional	Zulma Fernandez	Computer Aide
Non-classroom Professional	Samantha Anthony	Special Education
Community Representative	Jackie Berry	PTA President
Business Representative	John Tufts	Owner Brooder and Bovine and Eagles Point
Classroom Teacher	Marquise Taylor	Fifth Grade
Classroom Teacher	Heather Neuse	Fourth Grade
Classroom Teacher	Jennifer Penrod	Third Grade
Classroom Teacher	Conner Walker	Second Grade
Classroom Teacher	Sarah Baiza	First Grade
Classroom Teacher	Maci Roper	Kindergarten
Non-classroom Professional	Kelly Taylor	Counselor
Administrator	Mary Mendell	Assistant Principal
Administrator	Gina Mayfield	Principal

Campus Funding Summary

211 - Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Interventionist salary		\$0.00
1	4	4	Funding for interventionist		\$0.00
Sub-Total					\$0.00
199 - State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Funds for tutor		\$9,500.00
Sub-Total					\$9,500.00

Addendums



COMANCHE SPRINGS ELEMENTARY DATA

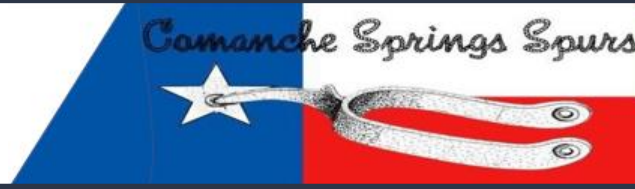
21-22



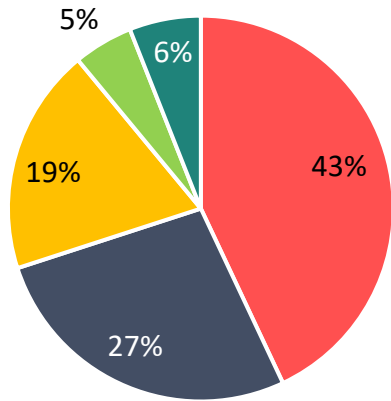
**EAGLE MOUNTAIN
SAGINAW ISD**

Fostering a Culture of Excellence

CUMULATIVE CAMPUS STUDENT DEMOGRAPHIC DATA 2019-2021

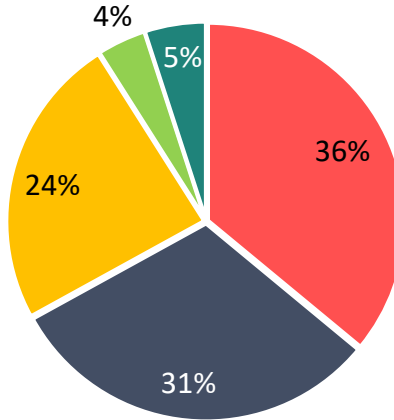


19-20 Campus Ethnicity Data



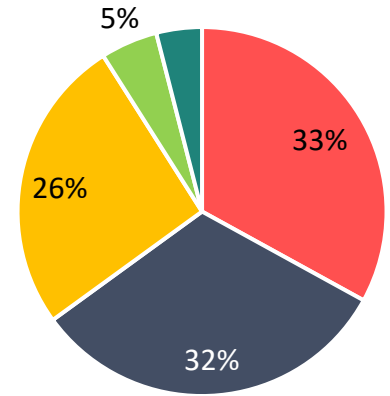
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■ African American ■ Asian
■ Other

20-21 Campus Ethnicity Data



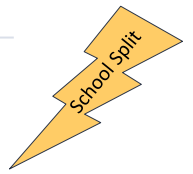
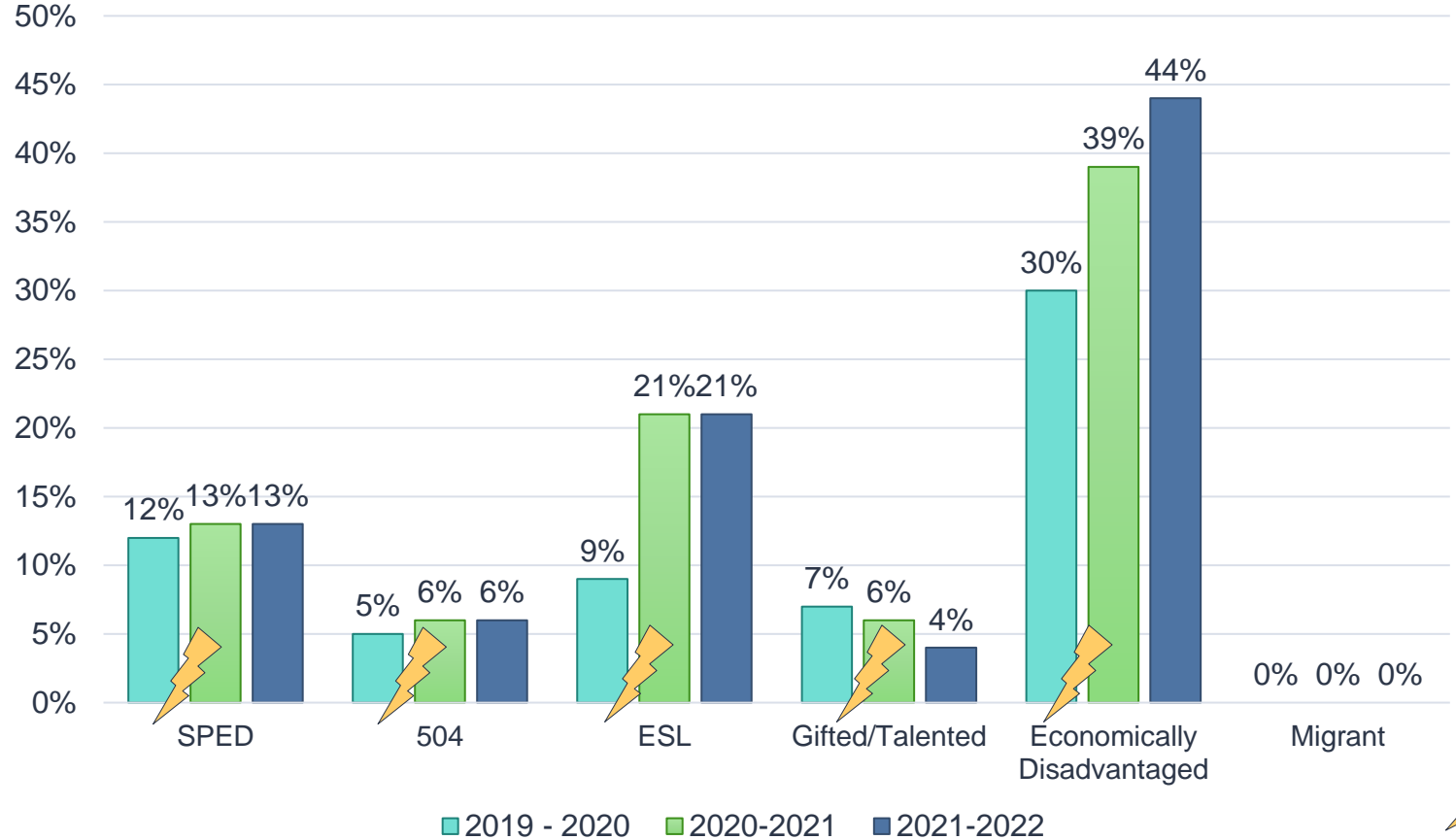
■ White ■ Hispanic
■ African American ■ Asian
■ Other

21-22 Campus Ethnicity Data



■ White ■ Hispanic
■ African American ■ Asian
■ Other

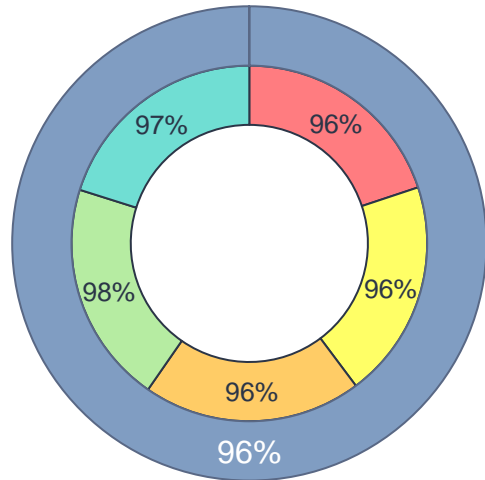
CUMULATIVE CAMPUS STUDENT SUBGROUP DATA 2019 - 2021



CUMULATIVE CAMPUS ATTENDANCE DATA 2017-2020

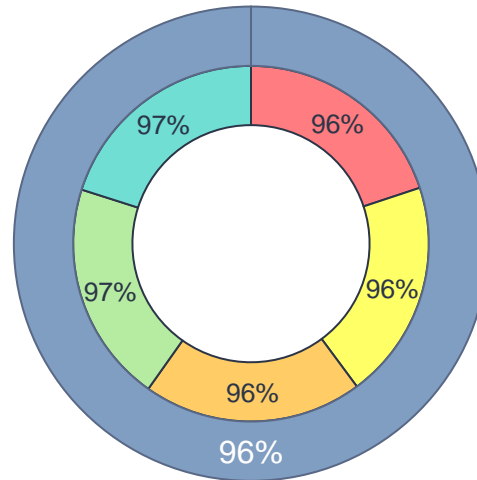


17-18 Attendance Data



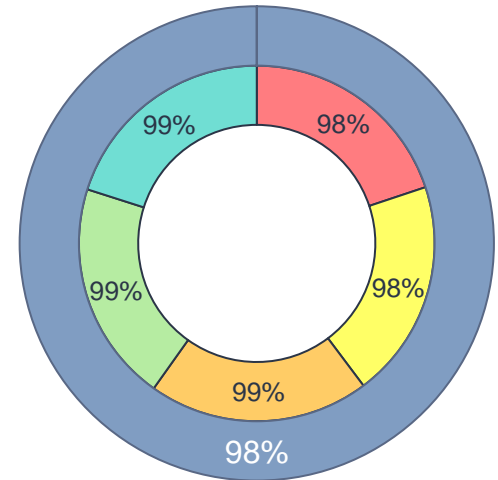
- White
- Hispanic
- African American
- Asian
- Other
- 2017-2018 Campus-wide Attendance

18-19 Attendance Data



- White
- Hispanic
- African American
- Asian
- Other
- 2018-2019 Campus-wide Attendance

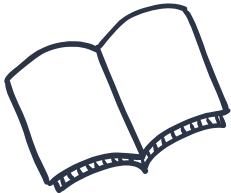
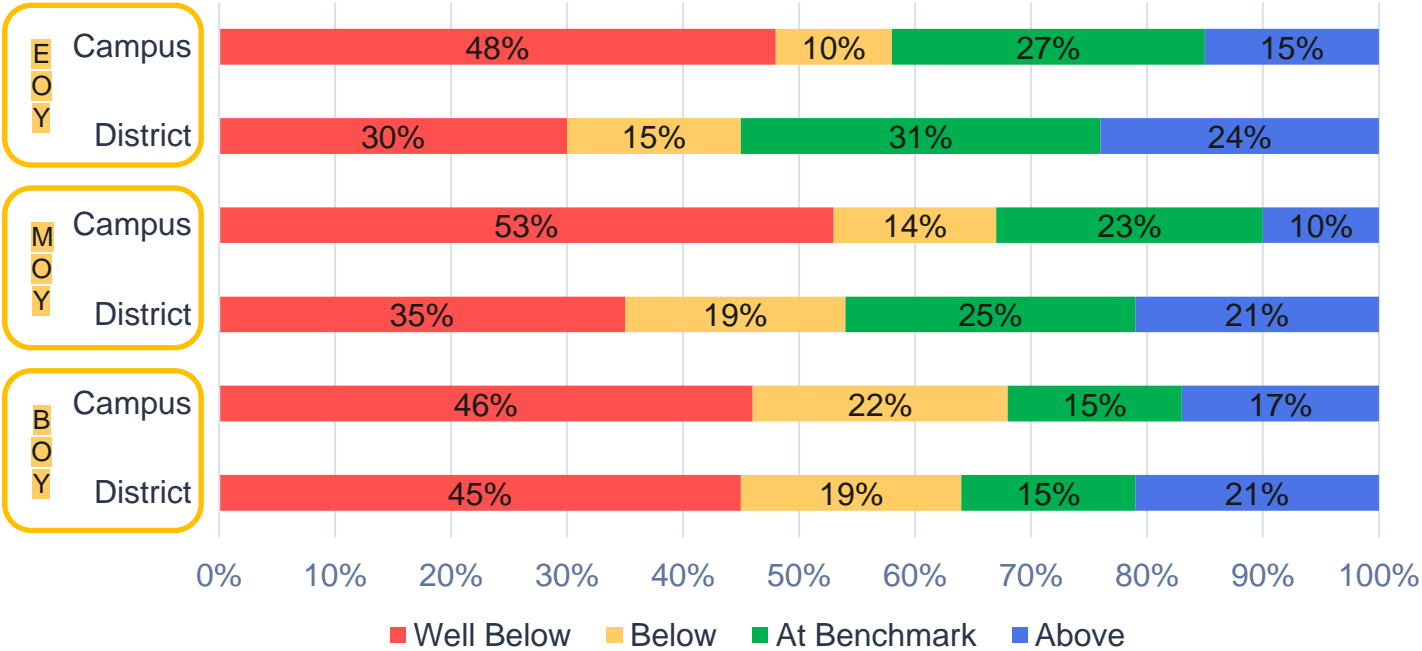
19-20 Attendance Data



- White
- Hispanic
- African American
- Asian
- Other
- 2019-2020 Campus-wide Attendance

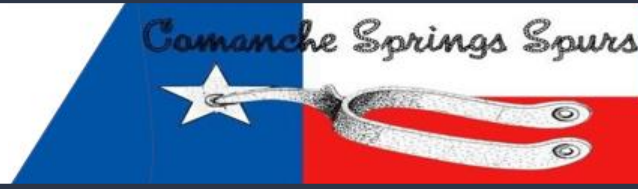


21-22 Kindergarten Reading mCLASS Data

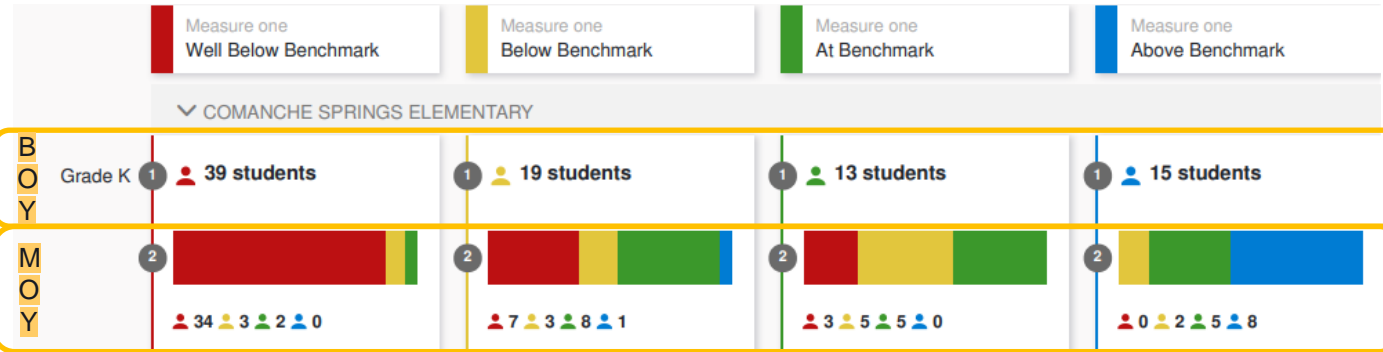


KINDERGARTEN 21-22

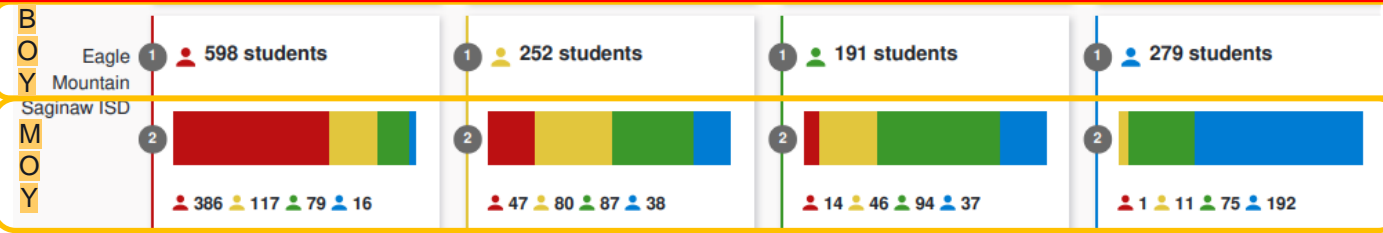
MCLASS CORRELATION DATA



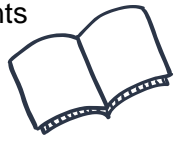
Campus



District



Represent students that moved to a different level from BOY to their MOY assessments



Data collection on 86 students that have been present for both BOY and MOY assessments

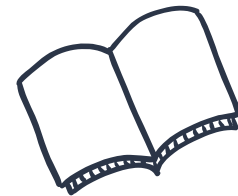
KINDERGARTEN 21-22

BAS DATA



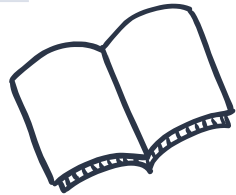
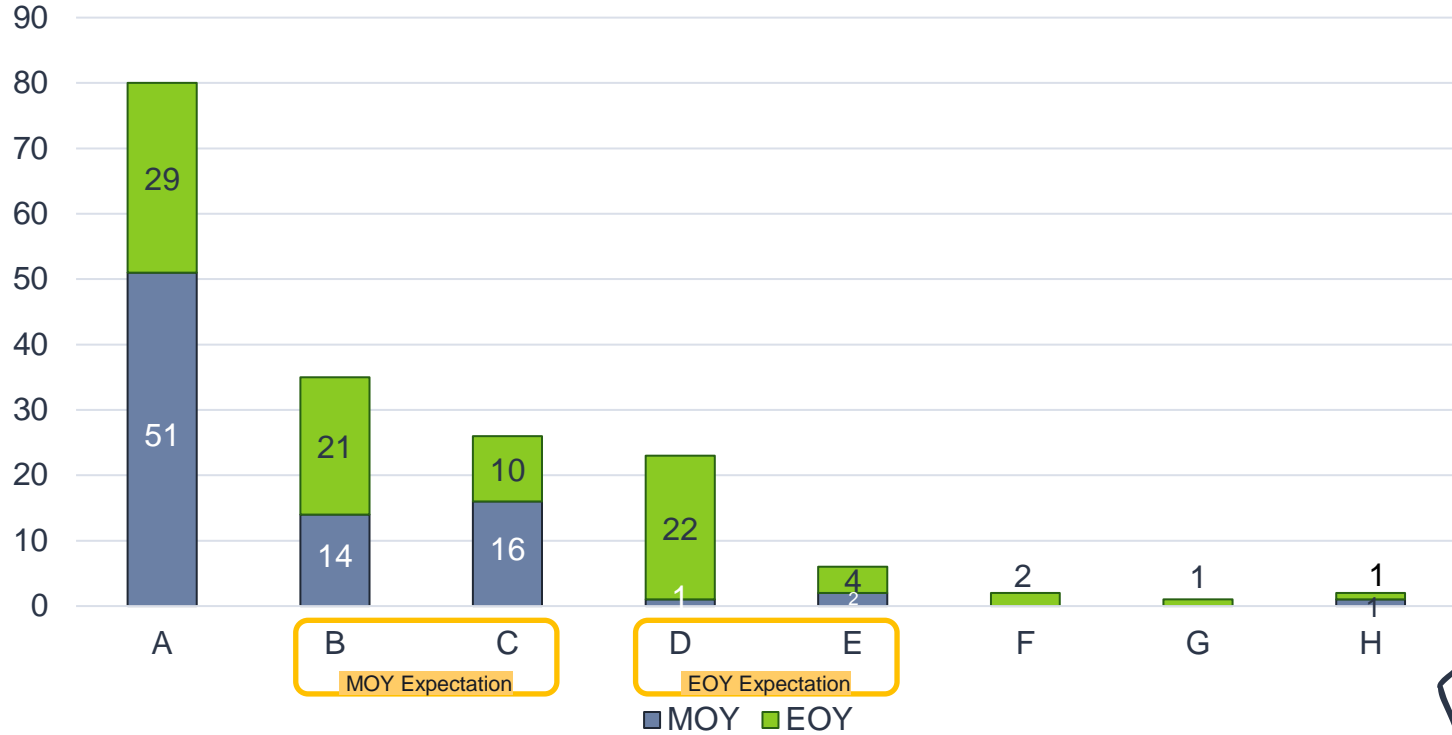
BAS Expectations	Kindergarten BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K			
	A	B	C	D	E	F	G	H
BOY	0	0	0	0	0	0	0	0
MOY	51	14	16	1	2	0	0	1
EOY	29	21	10	22	4	2	1	1

	Approaches Expectation (Below)	Meets Expectation (On Level)	Exceeds Expectation (Above Level)
MOY	51/85 = 60%	30/85 = 35%	4/85 = 5%
EOY	60/90 = 67%	26/90 = 29%	4/90 = 4%



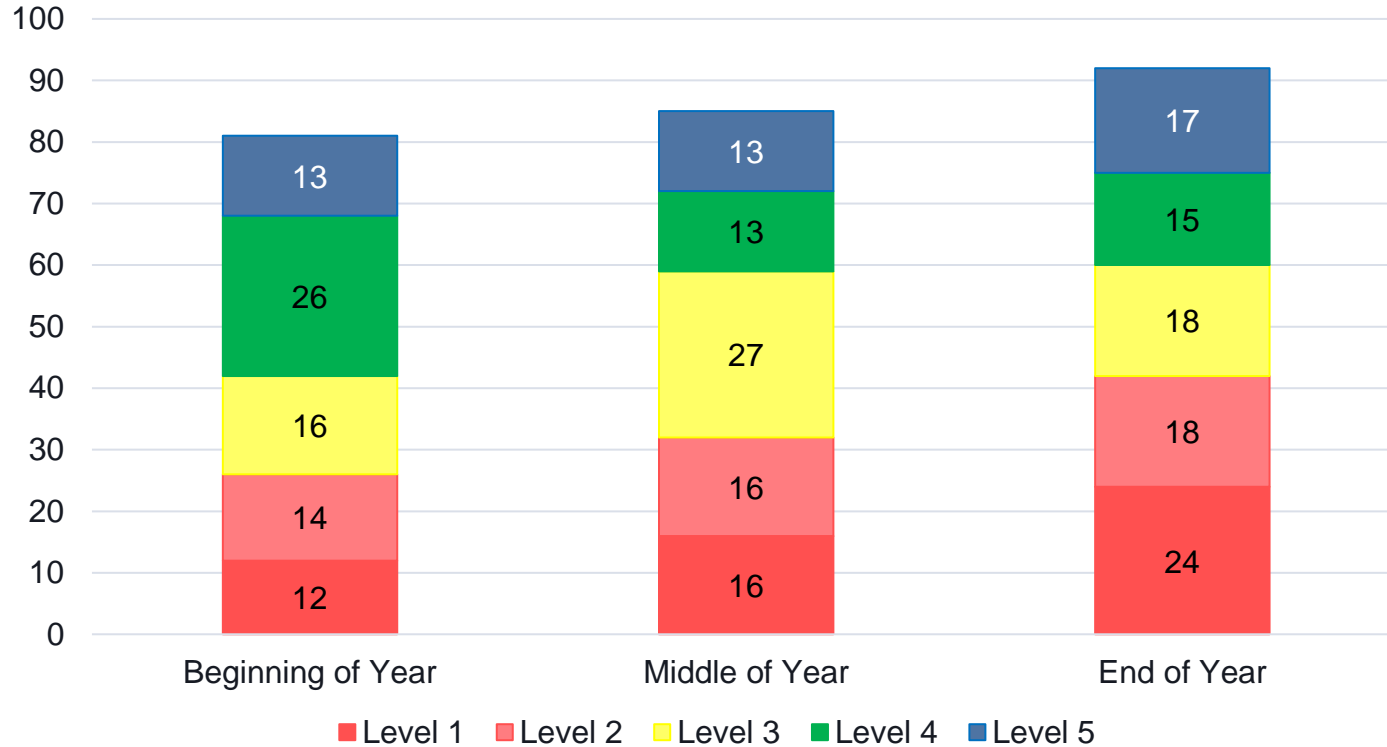
KINDERGARTEN 21-22

BAS DATA CHARTED



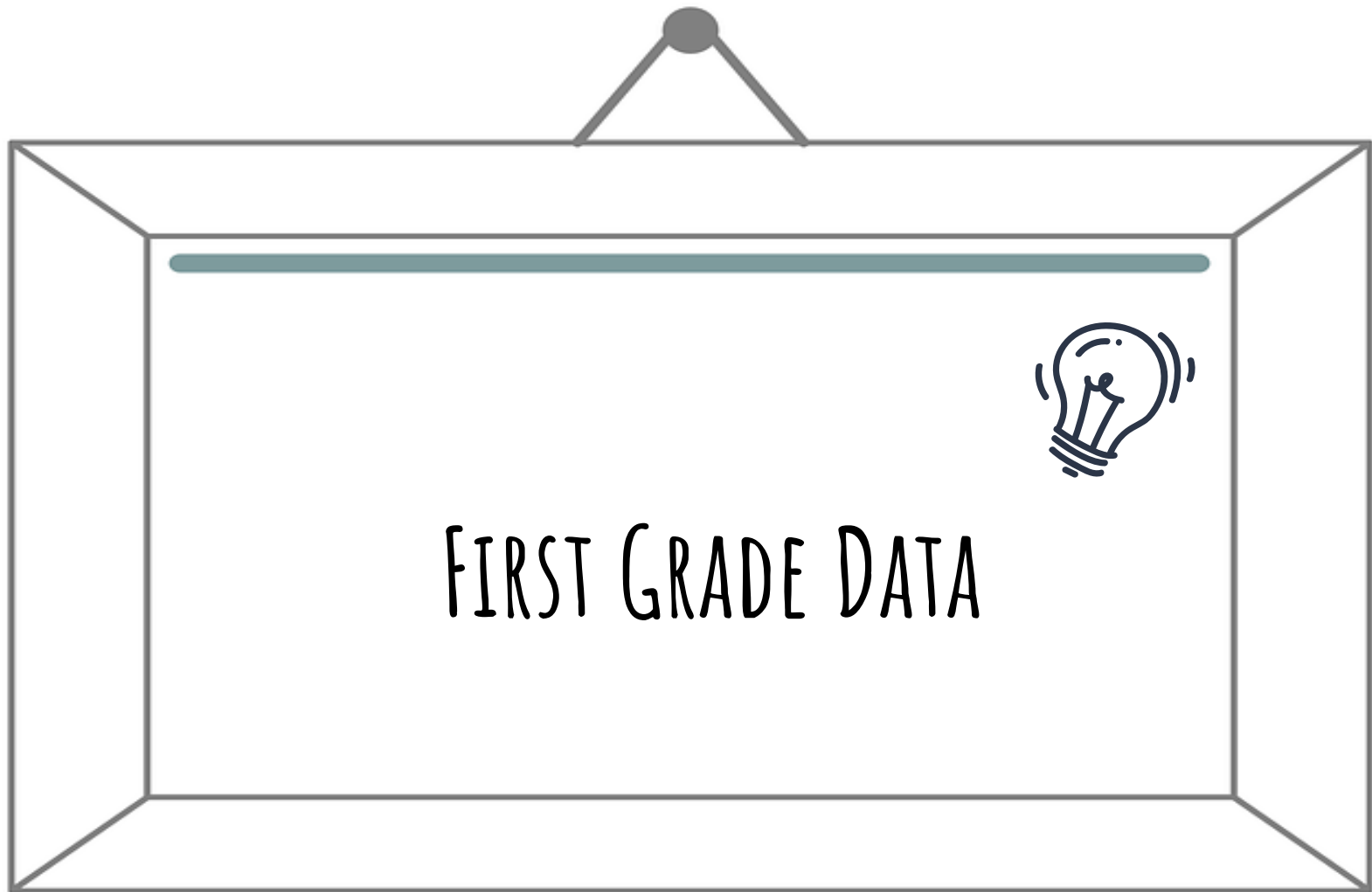
KINDERGARTEN 21-22

MATH ISIP



Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3



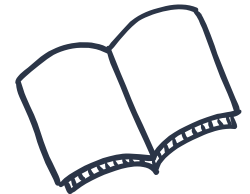
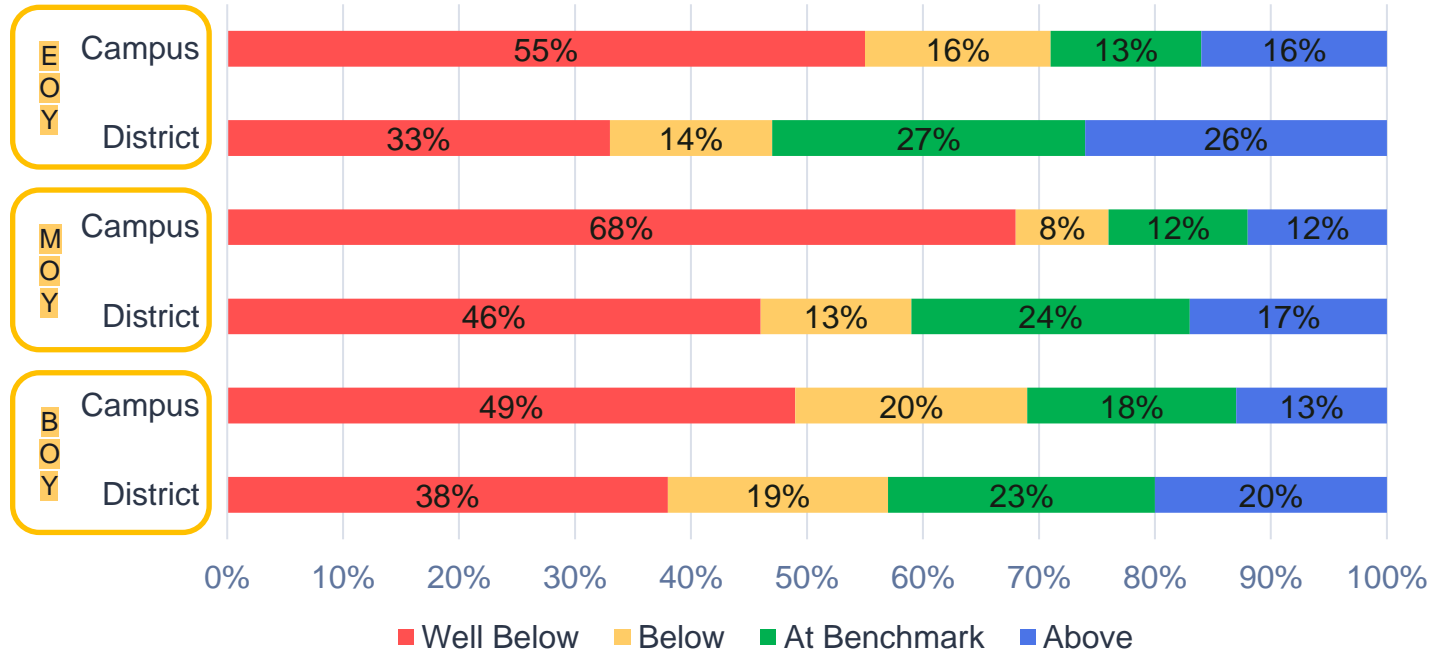


FIRST GRADE 21-22

READING mCLASS DATA



21-22 First Grade Reading mCLASS Data

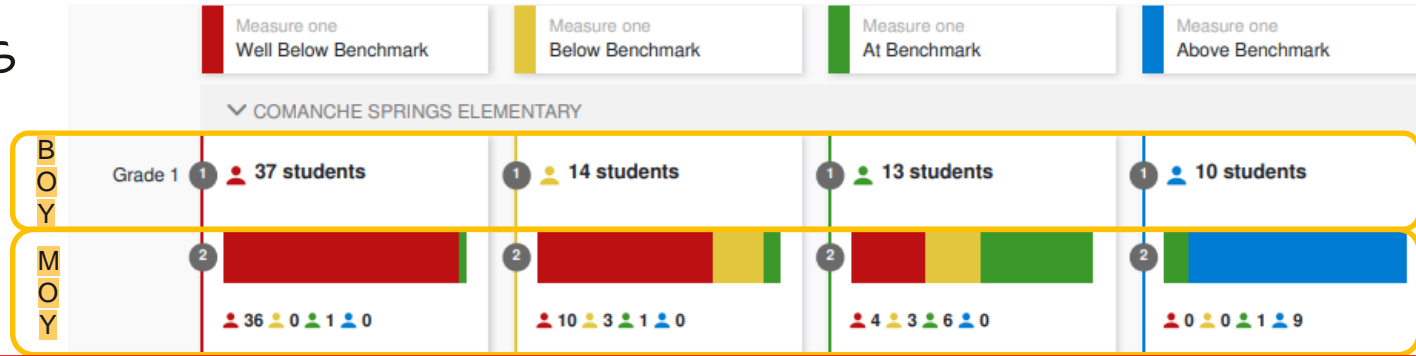


FIRST GRADE 21-22

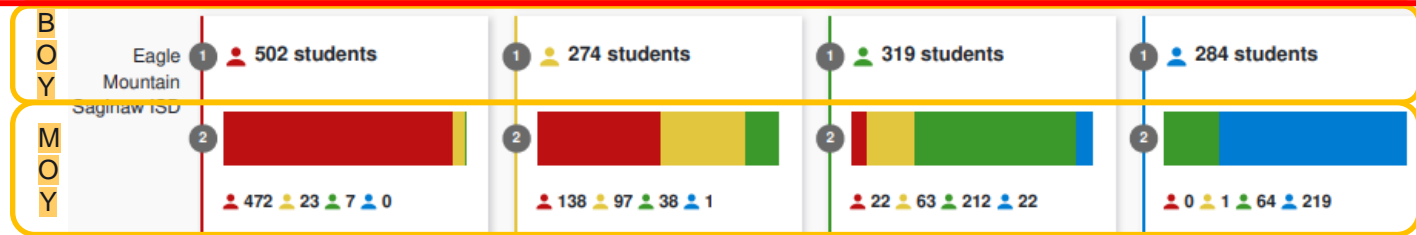
MCLASS CORRELATION DATA



Campus

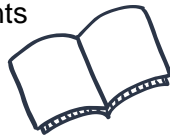


District



Represent students that moved to a different level from BOY to their MOY assessments

Data collection on 74 students that have been present for both BOY and MOY assessments



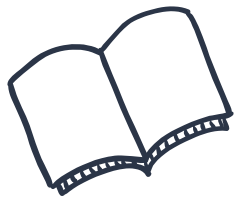
FIRST GRADE 21-22

BAS DATA



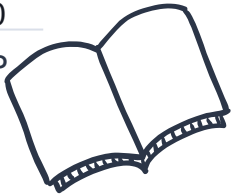
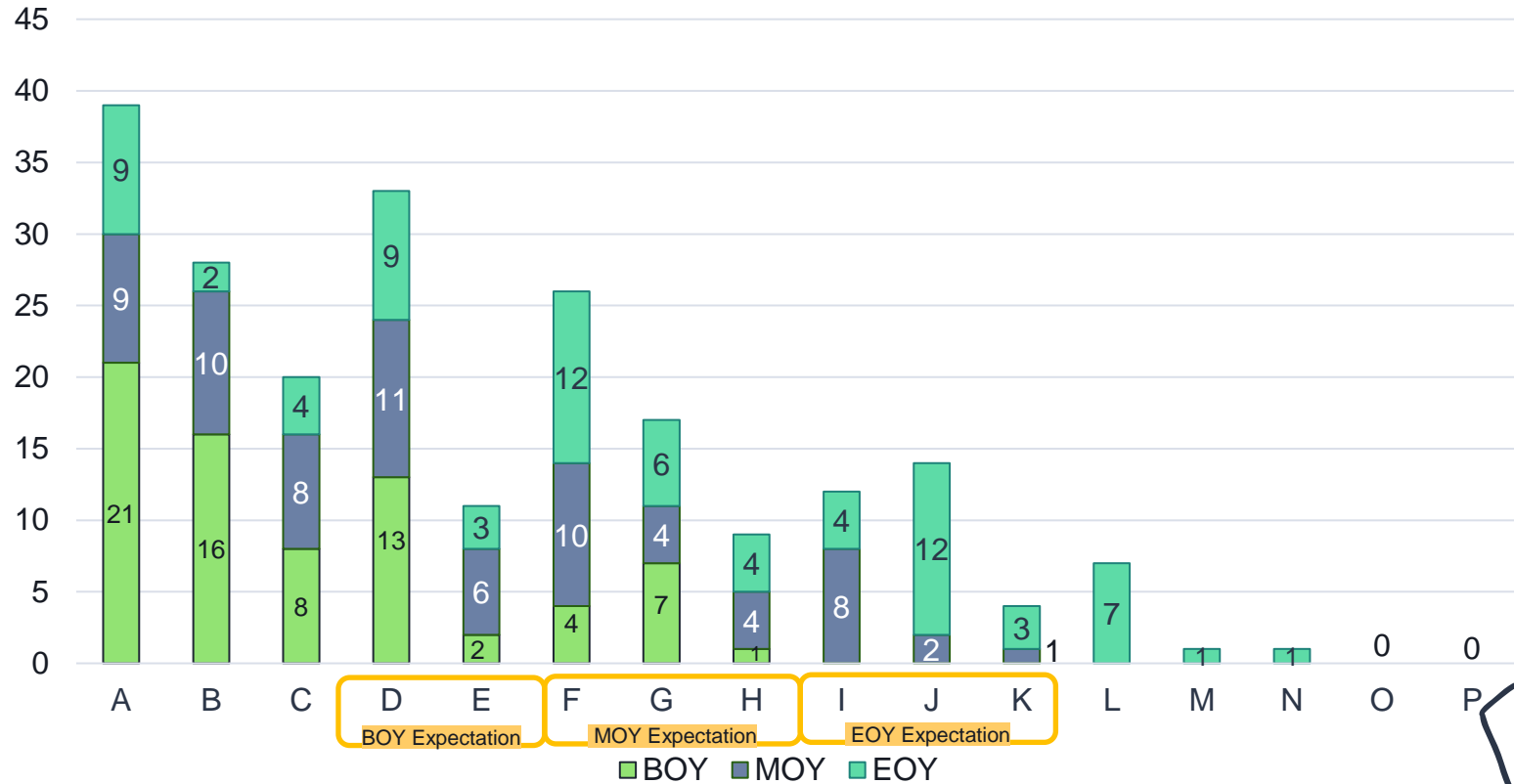
BAS Expectations	Kindergarten BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY= J/K MOY= K/L EOY= M/N			3rd BOY=M/N MOY=N/O EOY= P/Q		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
BOY	21	16	8	13	2	4	7	1	0	0	0	0	0	0	0	0
MOY	9	10	8	11	6	10	4	4	8	2	1	0	0	0	0	0
EOY	9	2	4	9	3	12	6	4	4	12	3	7	1	1	0	0

	Approaches Expectation (Below)	Meets Expectation (On Level)	Exceeds Expectation (Above Level)
BOY	45/72= 63%	15/72= 21%	12/72= 17%
MOY	44/73= 60%	18/73= 25%	11/73= 15%
EOY	49/77= 64%	19/77= 25%	9/77= 12%



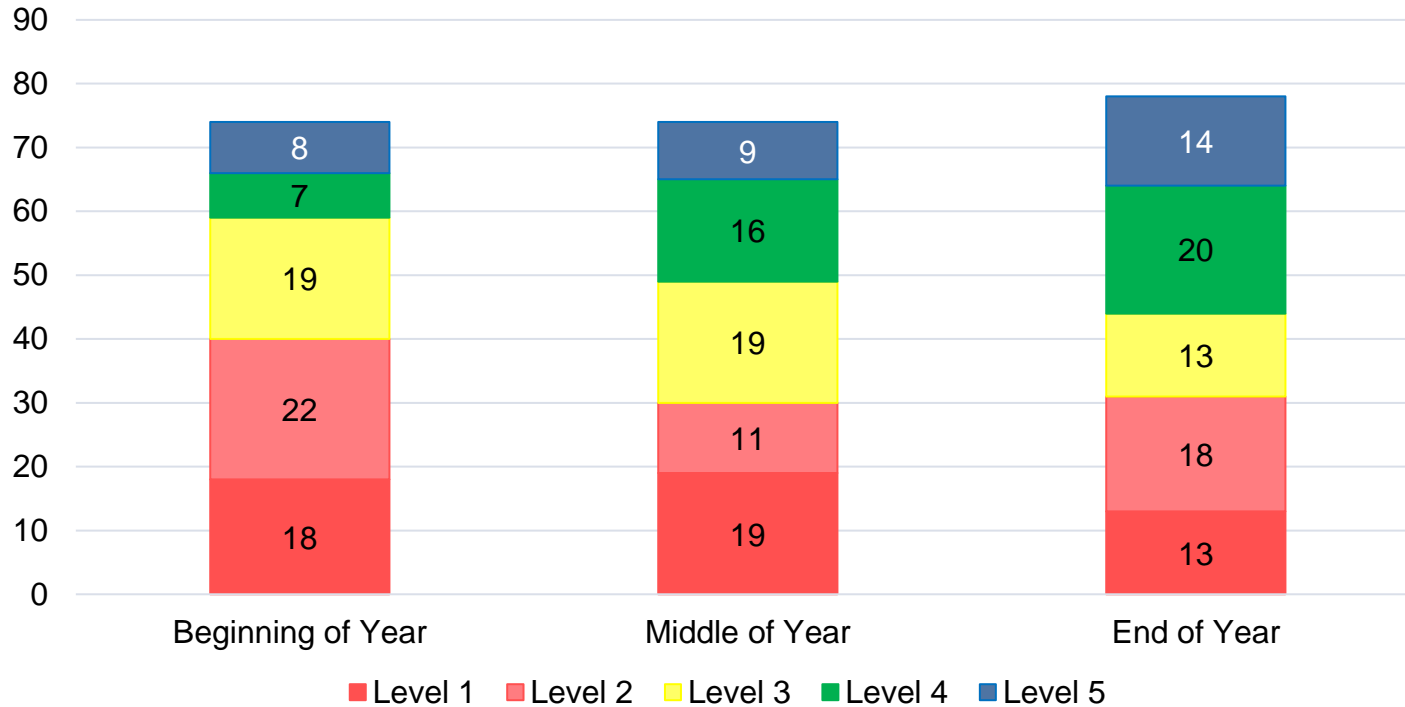
FIRST GRADE 21-22

BAS DATA CHARTED

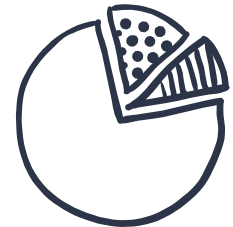


FIRST GRADE 21-22

MATH ISIP



Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3





SECOND GRADE DATA

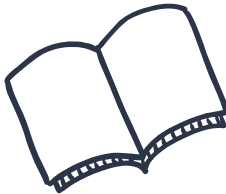
SECOND GRADE 21-22

BAS DATA



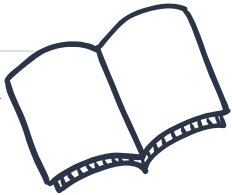
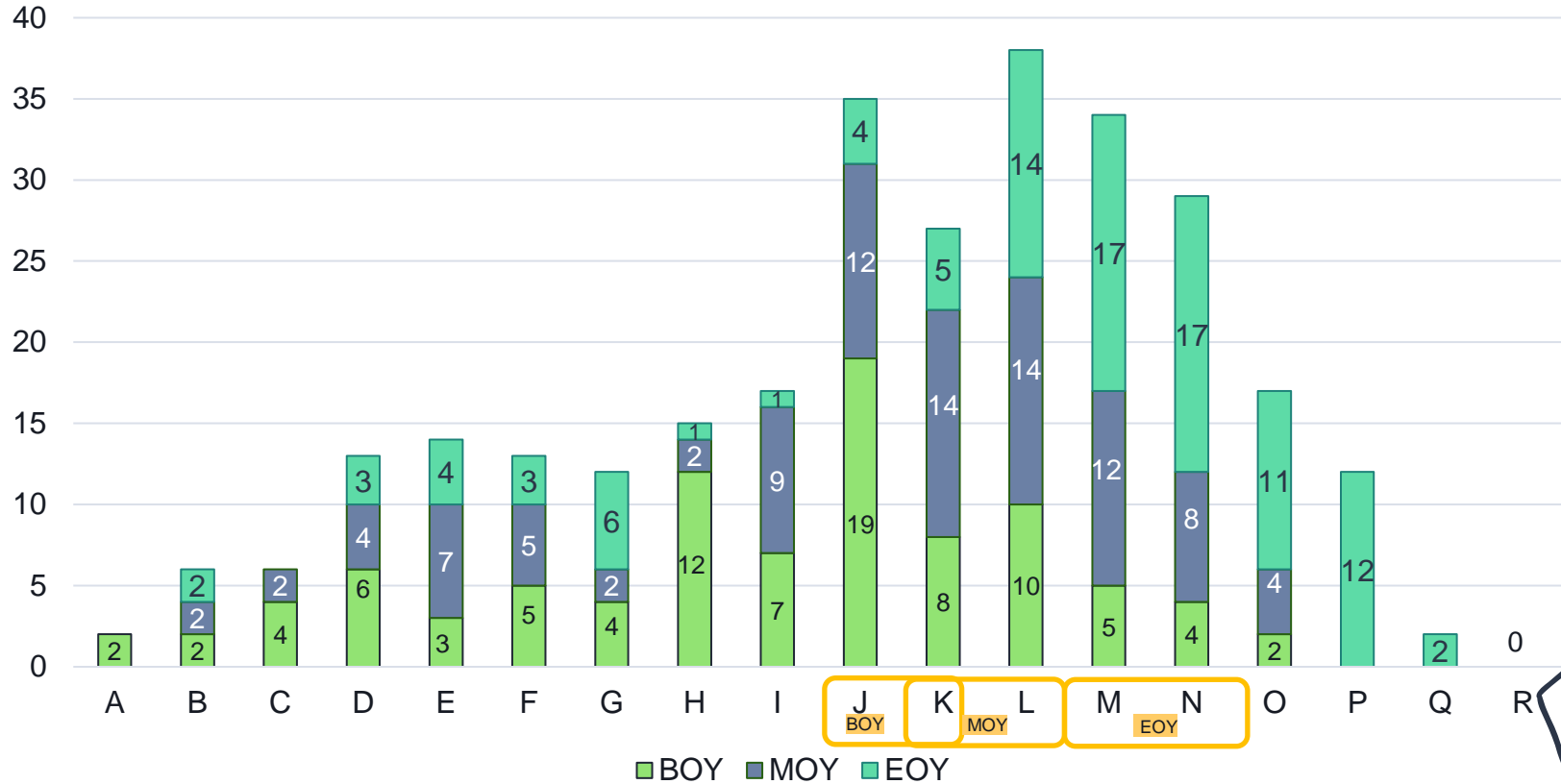
BAS Expectations	Kindergarten BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY= J/K MOY= K/L EOY= M/N			3rd BOY=M/N MOY=N/O EOY= P/Q			4th BOY= P/Q MOY=Q/R EOY=S/T	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
BOY	2	2	4	6	3	5	4	12	7	19	8	10	5	4	2	0	0	0
MOY	0	2	2	4	7	5	2	2	9	12	14	14	12	8	4	0	0	0
EOY	0	2	0	3	4	3	6	1	1	4	5	14	17	17	11	12	2	0

	Approaches Expectation (Below)			Meets Expectation (On Level)			Exceeds Expectation (Above Level)		
BOY	45/93=	48%		27/93=	29%		21/93=	23%	
MOY	45/97=	46%		28/97=	29%		24/97=	25%	
EOY	43/102=	42%		34/102=	33%		25/102=	25%	



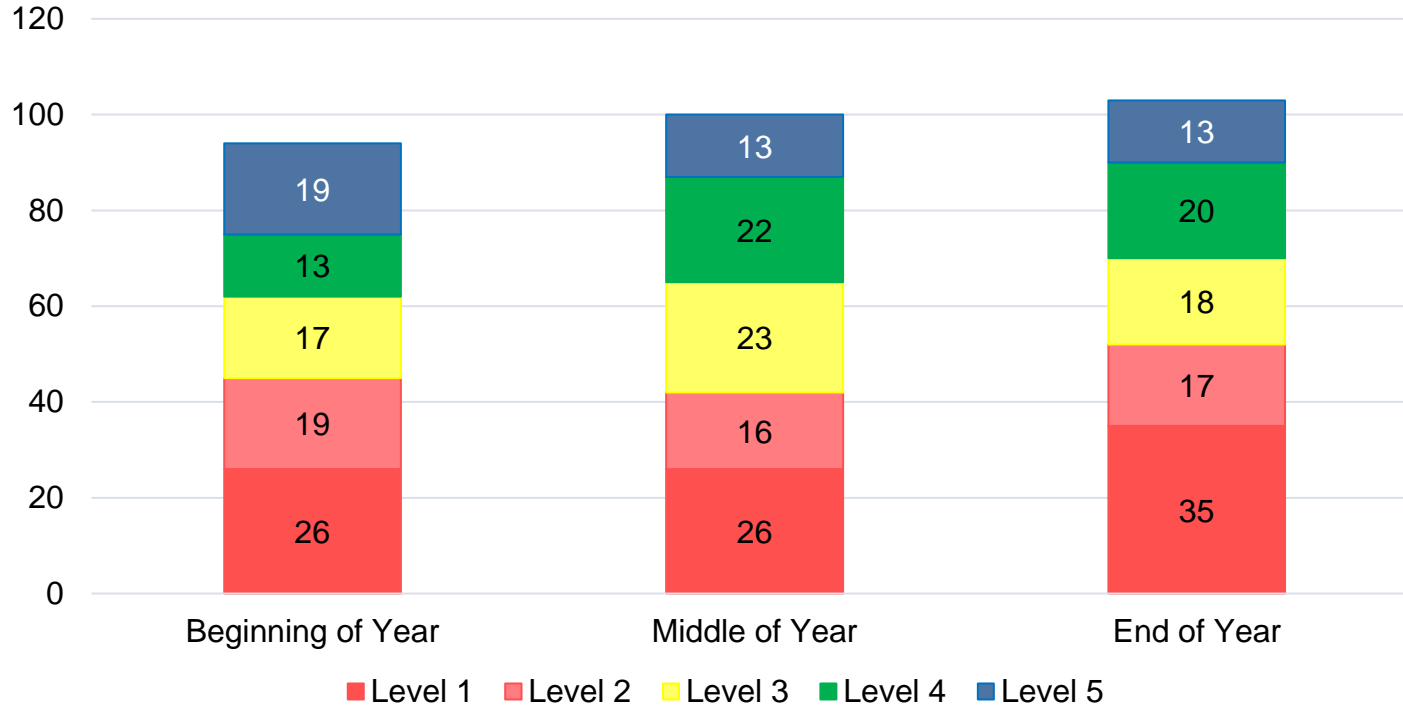
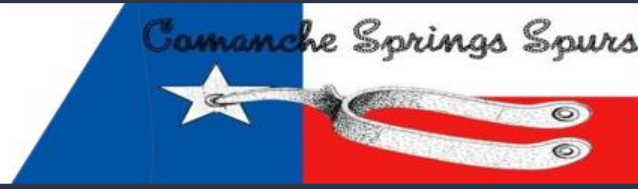
SECOND GRADE 21-22

BAS DATA CHARTED

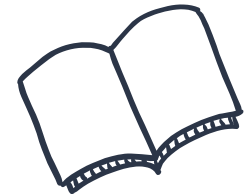


SECOND GRADE 21-22

READING ISIP

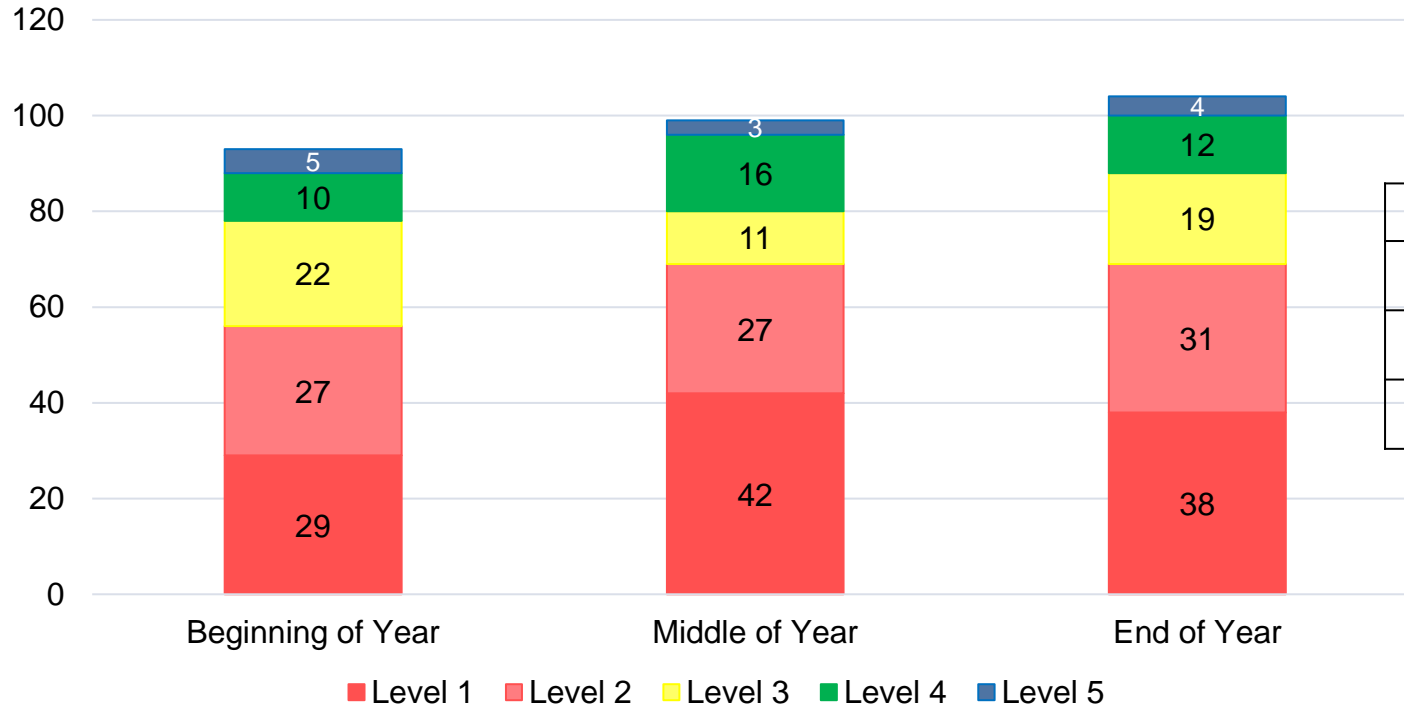


Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3



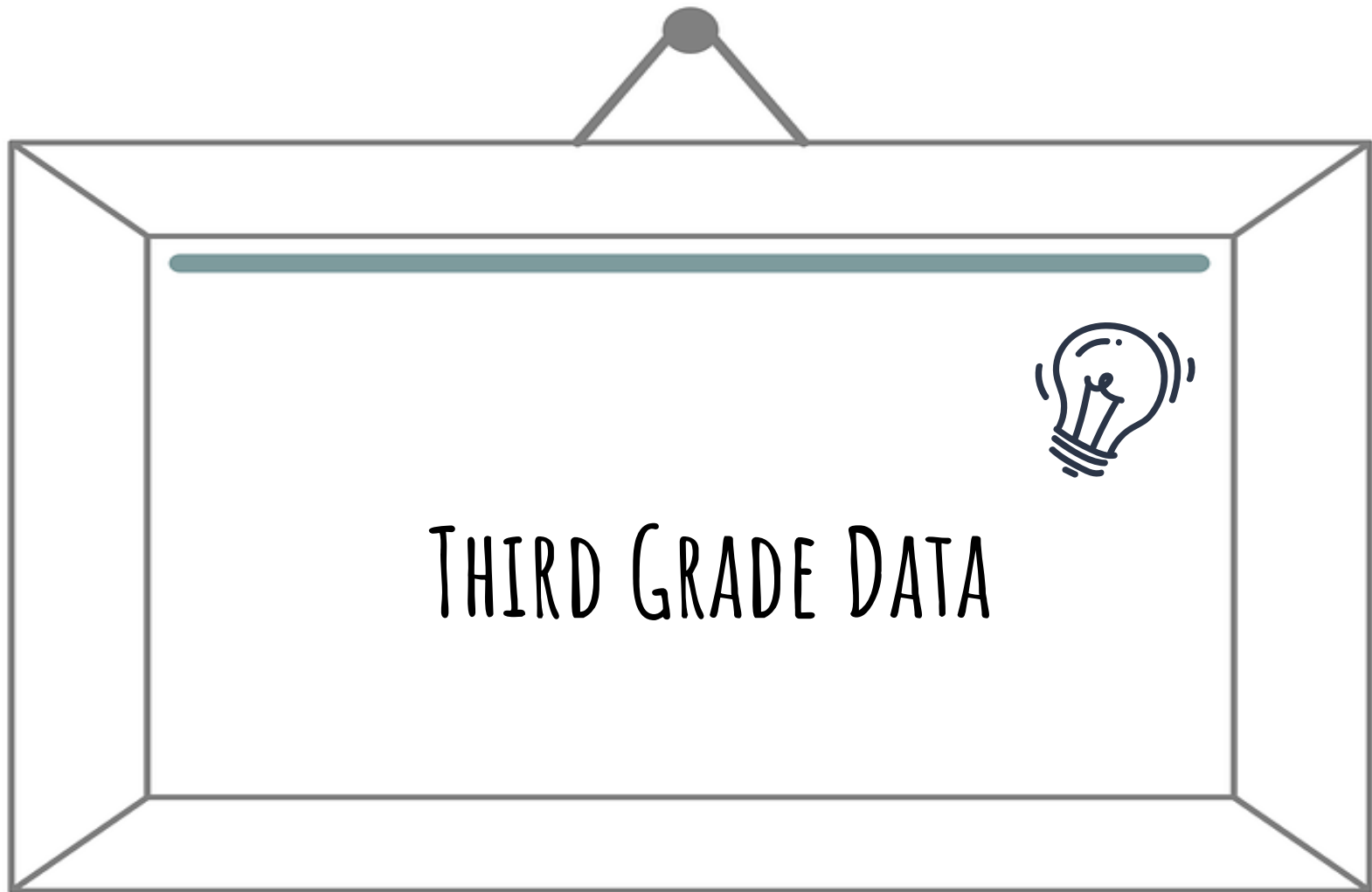
SECOND GRADE 21-22

MATH ISIP



Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3





THIRD GRADE 21-22

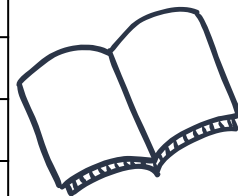
BAS DATA



BAS Expectations	Kindergarten BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY= J/K MOY= K/L EOY= M/N			3rd BOY=M/N MOY=N/O EOY= P/Q			4th BOY= P/Q MOY=Q/R EOY=S/T	
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
BOY	1	0	0	4	6	1	1	3	8	9	11	2	6	0	1	0	0	0
MOY	0	2	0	3	3	1	3	1	4	4	7	13	6	6	1	0	0	0
EOY	0	1	0	1	2	3	1	1	3	2	9	3	8	14	3	10	0	0

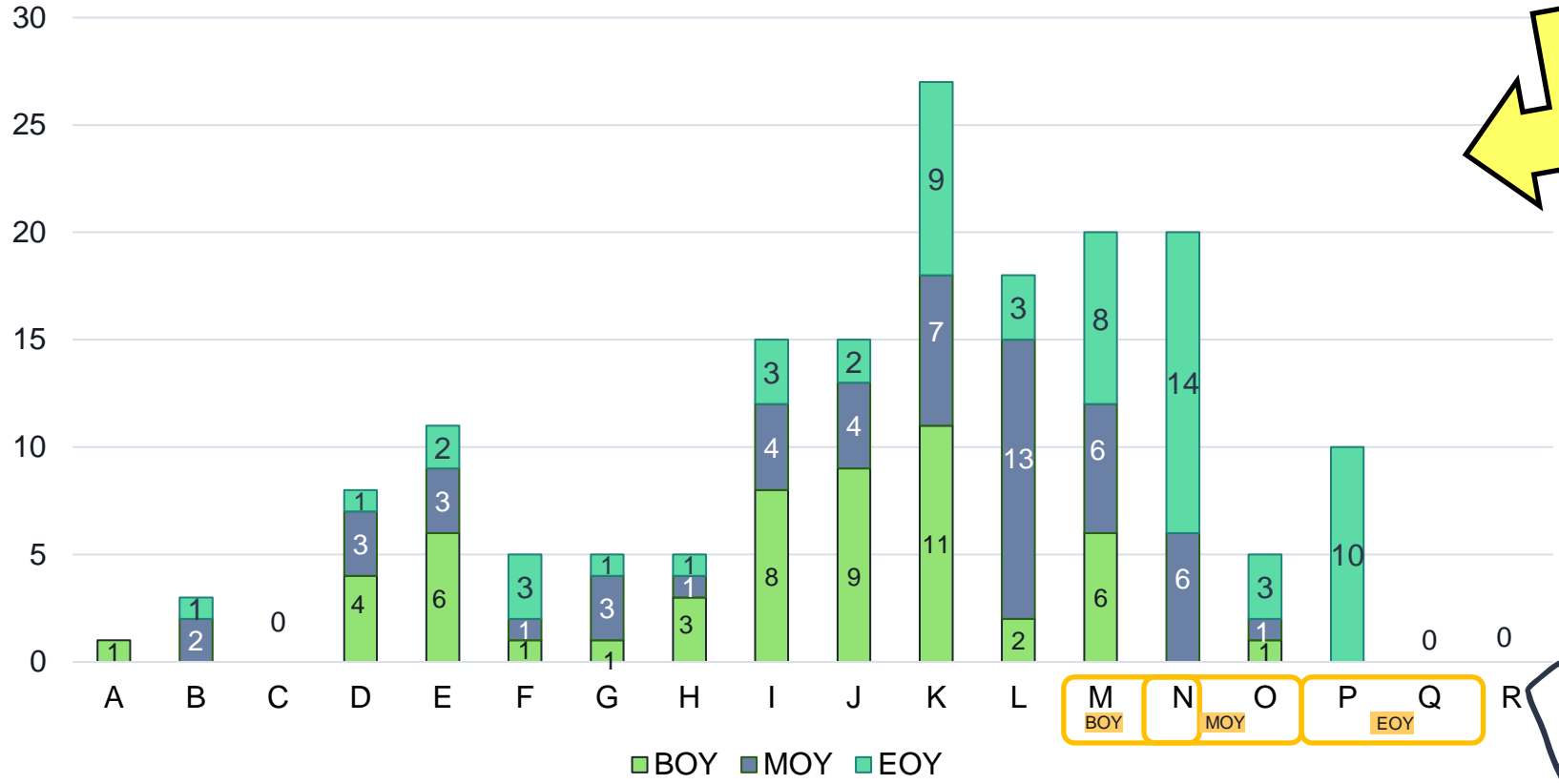
Note:
Not every student tested at this grade level. Only new or concerning students

	Approaches Expectation (Below)	Meets Expectation (On Level)	Exceeds Expectation (Above Level)
BOY	46/53= 87%	6/53= 11%	1/53= 2%
MOY	47/54= 87%	7/54= 13%	0/54= 0%
EOY	51/61= 84%	10/61= 16%	0/61= 0%

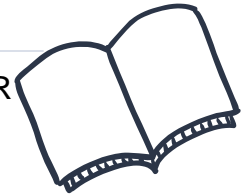


THIRD GRADE 21-22

BAS DATA CHARTED

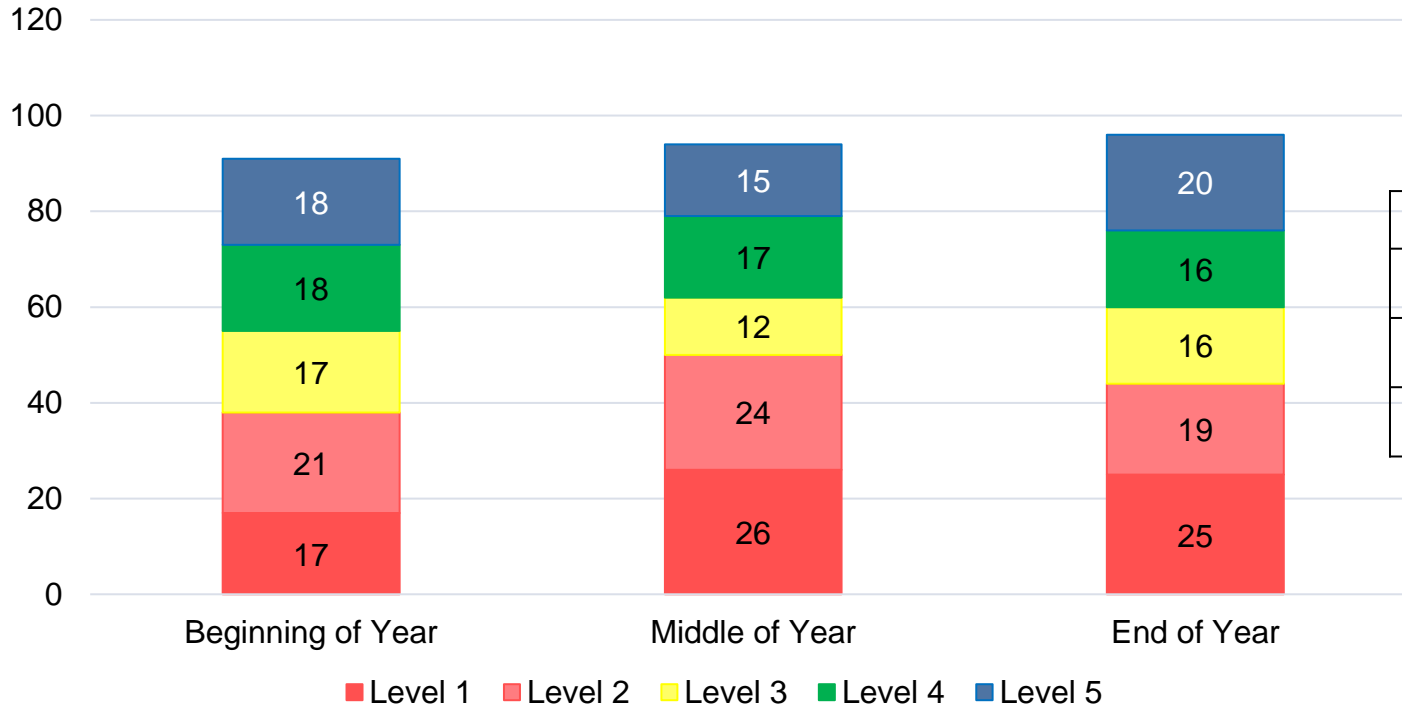


Note:
Not every student tested at this grade level. Only new or concerning students

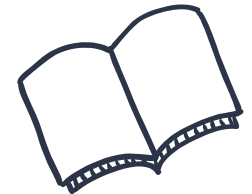


THIRD GRADE 21-22

READING ISIP

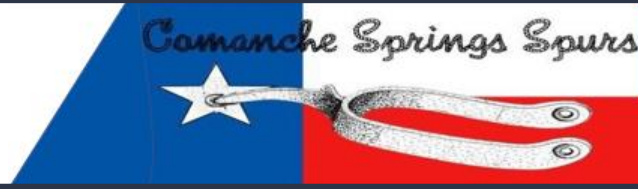


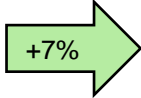
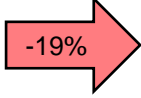


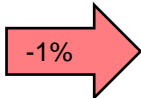

Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3

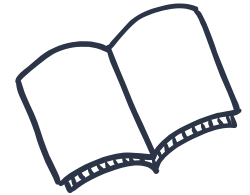


THIRD GRADE 21-22

READING DCA DATA



Reading Data	DCA 1	DCA 2	Argumentative	2022 STAAR
Approaches	50% 	57% 	38%	69%
Meets	40% 	33% 	19%	40%
Masters	25% 	24% 	12%	22%

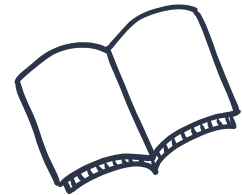
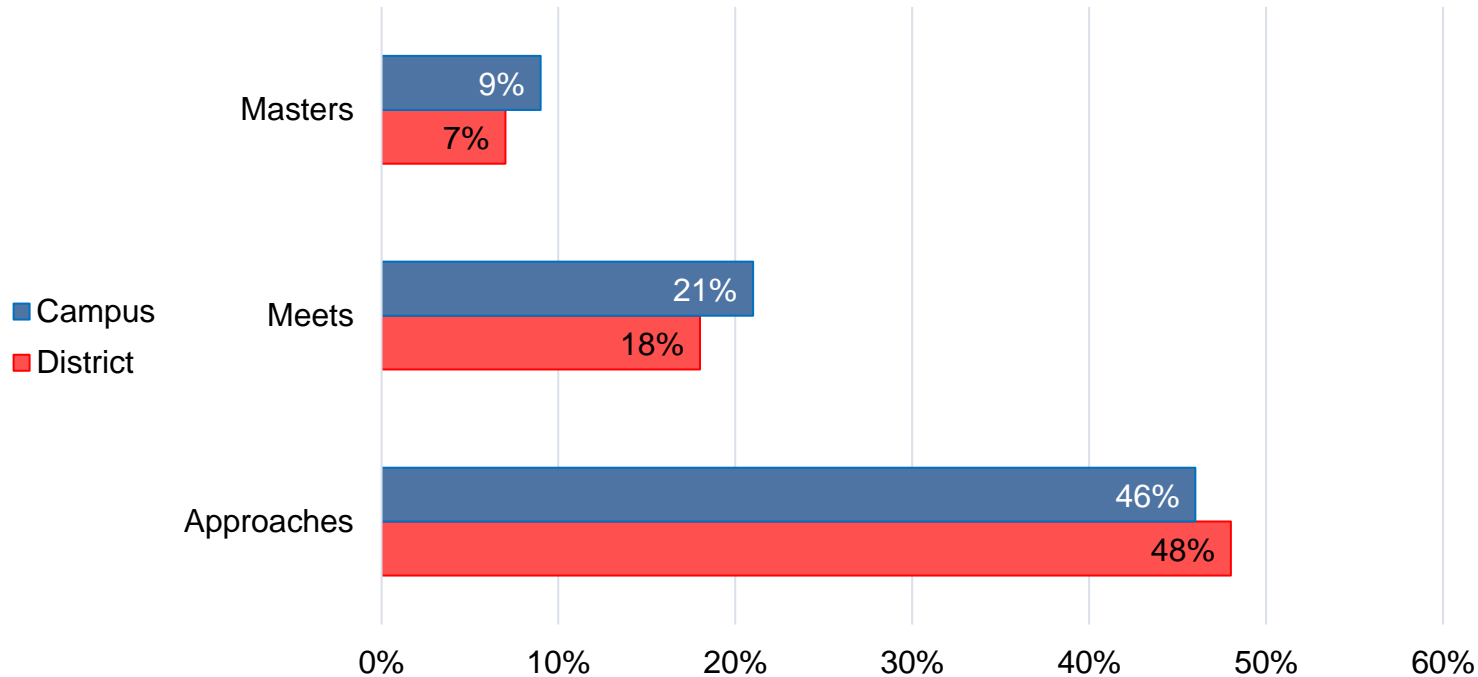


THIRD GRADE 21-22

READING FALL INTERIM



21-22 Reading Fall Interim

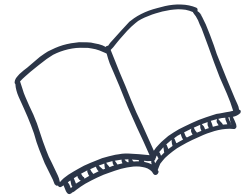
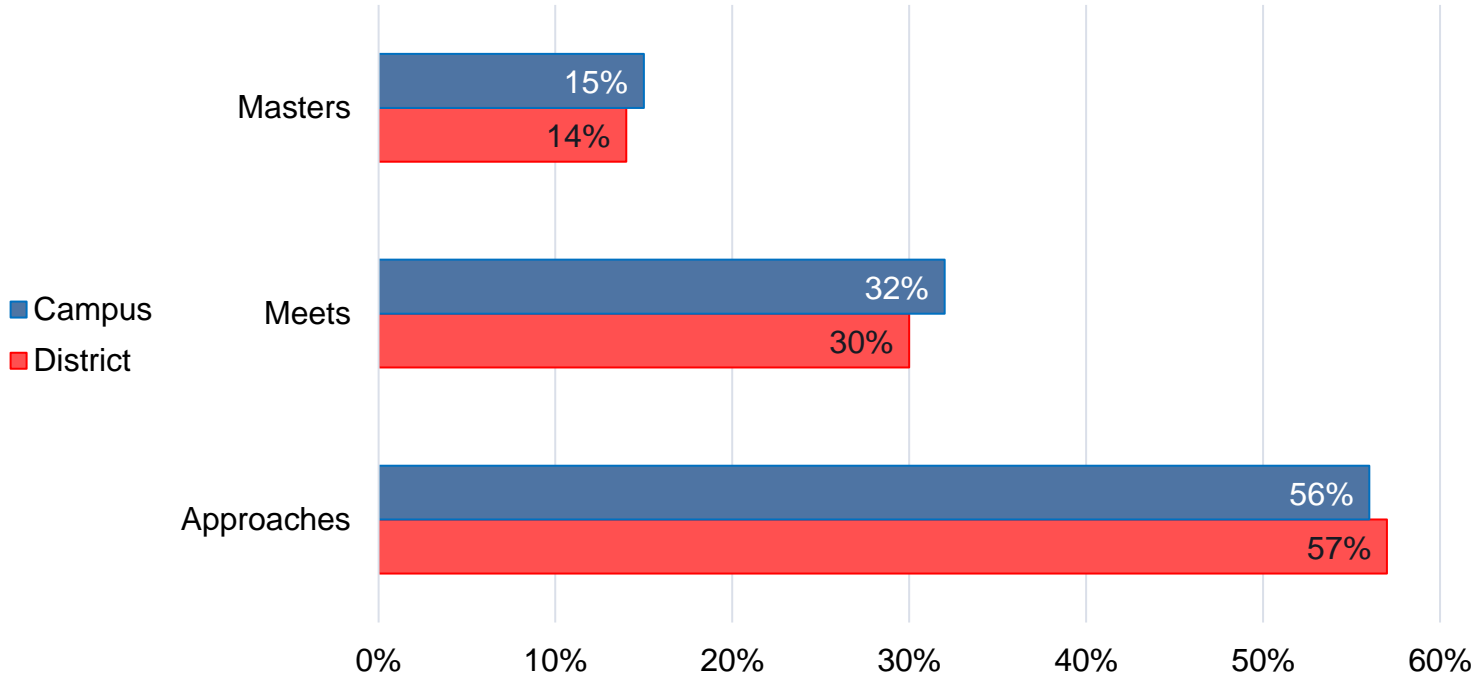


THIRD GRADE 21-22

READING SPRING INTERIM



21-22 Reading Spring Interim



THIRD GRADE 21-22

READING INTERIMS VS. STAAR

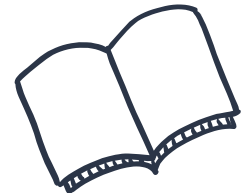


Reading Data	Fall Interim	Spring Interim	2022 STAAR
Approaches	46% + 10% →	56% +13% →	69%
Meets	21% + 11% →	32% +8% →	40%
Masters	9% + 6% →	15% +7% →	22%

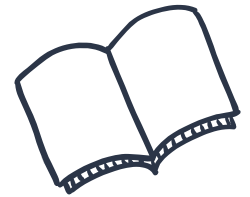
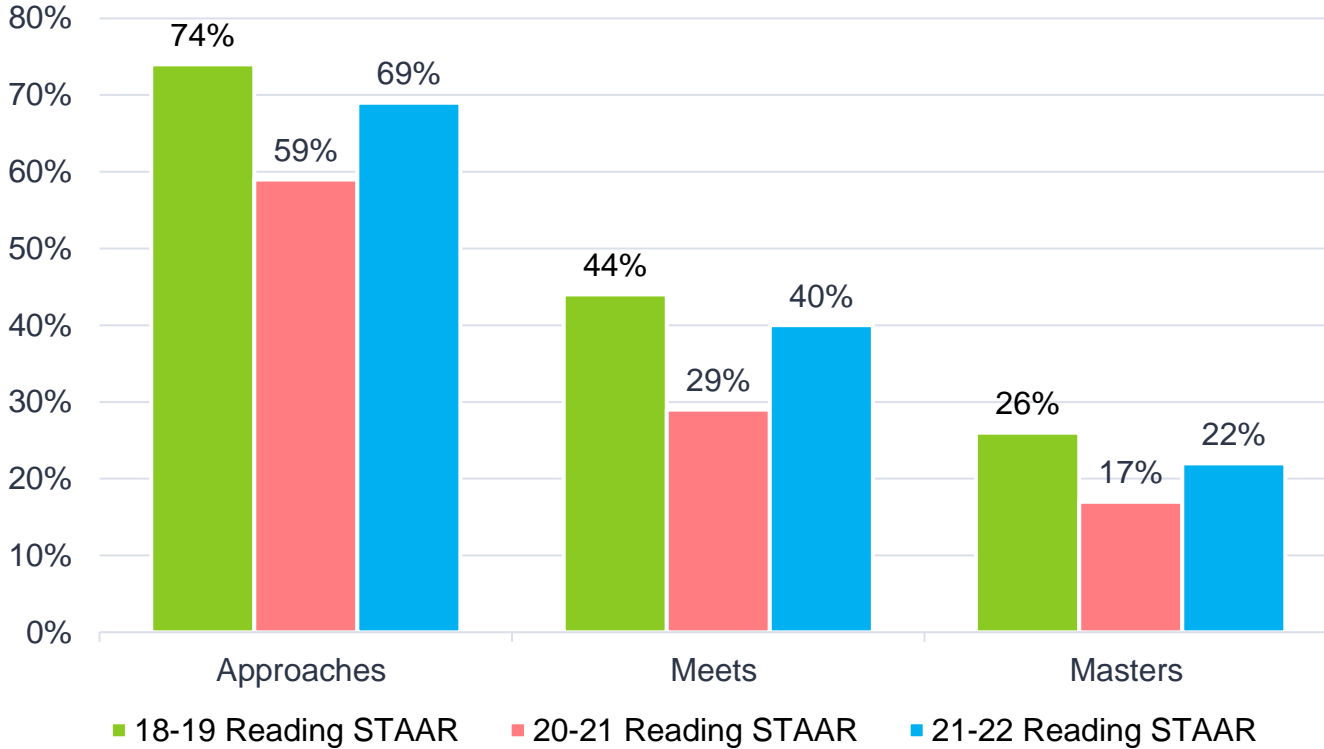
Overall, Fall Interim Approaches → 2022 Reading STAAR Approaches = 23% increase.

Overall, Fall Interim Meets → 2022 Reading STAAR Meets = 19% increase.

Overall, Fall Interim Masters → 2022 Reading STAAR Masters = 13% increase.

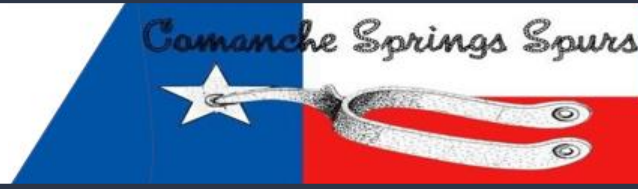


THIRD GRADE 19-21 READING STAAR DATA



THIRD GRADE 19-21

CUMULATIVE READING DATA

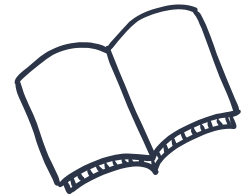


Cumulative Data	2019 Reading STAAR	2021 Reading STAAR	2022 Reading STAAR
Approaches	74% - 15%	59% +10 %	69%
Meets	44% - 15%	29% +11%	40%
Masters	26% - 9%	17% +5%	22%

Overall, 2019 Reading STAAR → 2022 Reading STAAR Approaches = 5% decrease

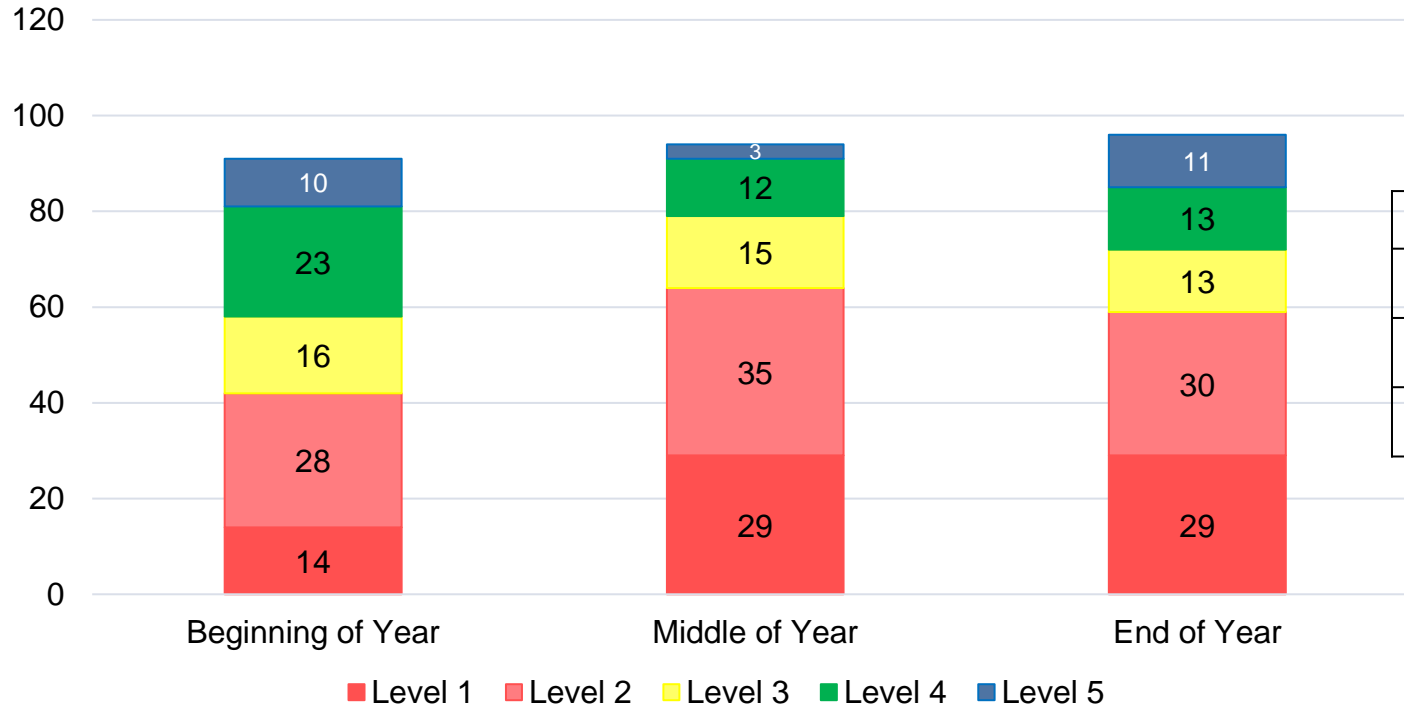
Overall, 2019 Reading STAAR → 2022 Reading STAAR Meets = 4% decrease

Overall, 2019 Reading STAAR → 2022 Reading STAAR Masters = 4% decrease



THIRD GRADE 21-22

MATH ISIP



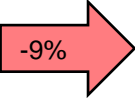

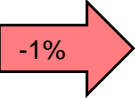
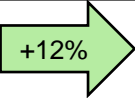
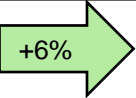

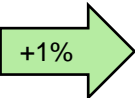
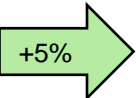

Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3

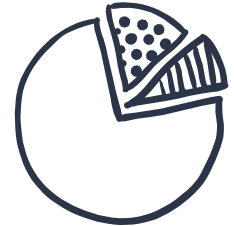


THIRD GRADE 21-22

MATH DCA DATA



Math Data	DCA 1	DCA 2	DCA 3	DCA 4	2022 STAAR
Approaches	84% 	75% 	74% 	73%	65%
Meets	39% 	51% 	57% 	32%	34%
Masters	24% 	23% 	28% 	17%	12%

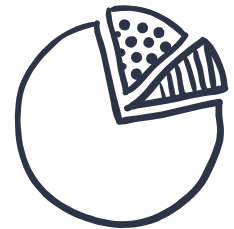
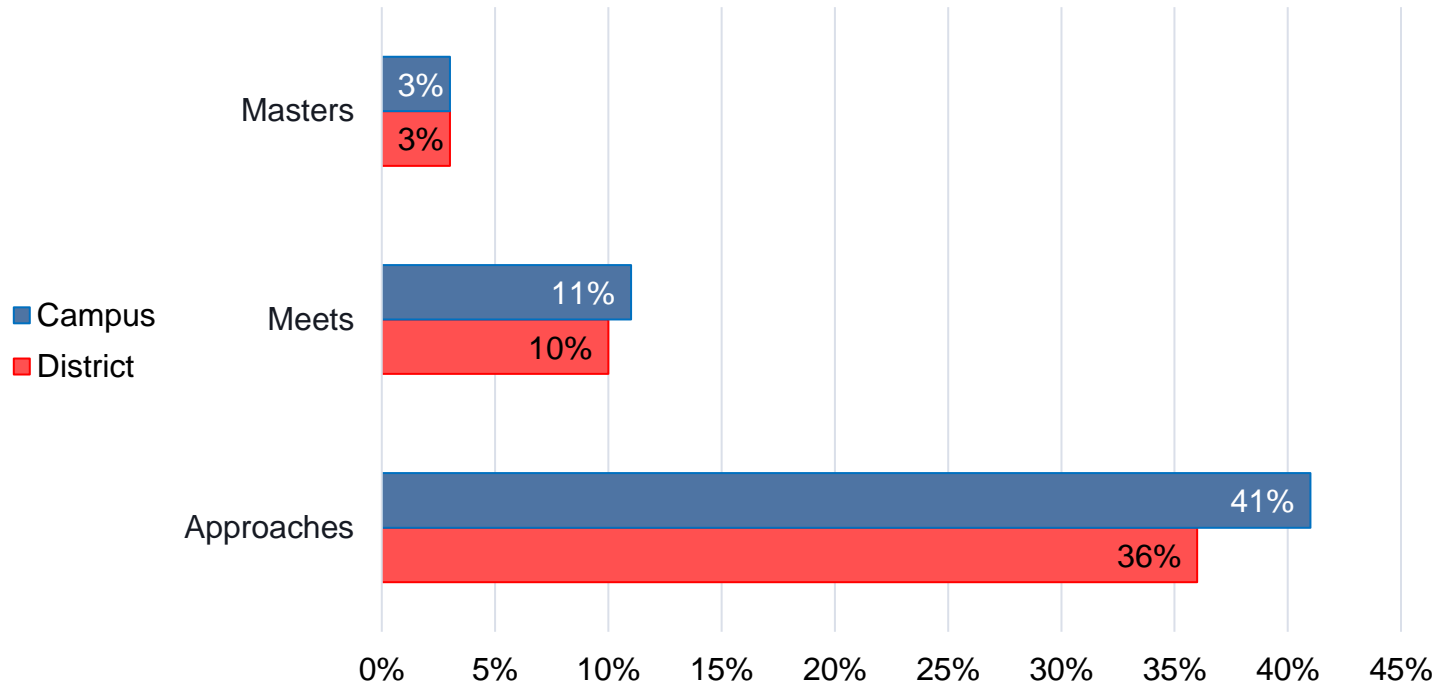


THIRD GRADE 21-22

MATH FALL INTERIM



21-22 Math Fall Interim

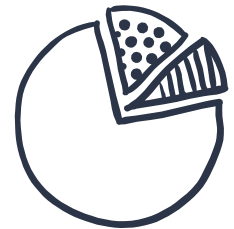
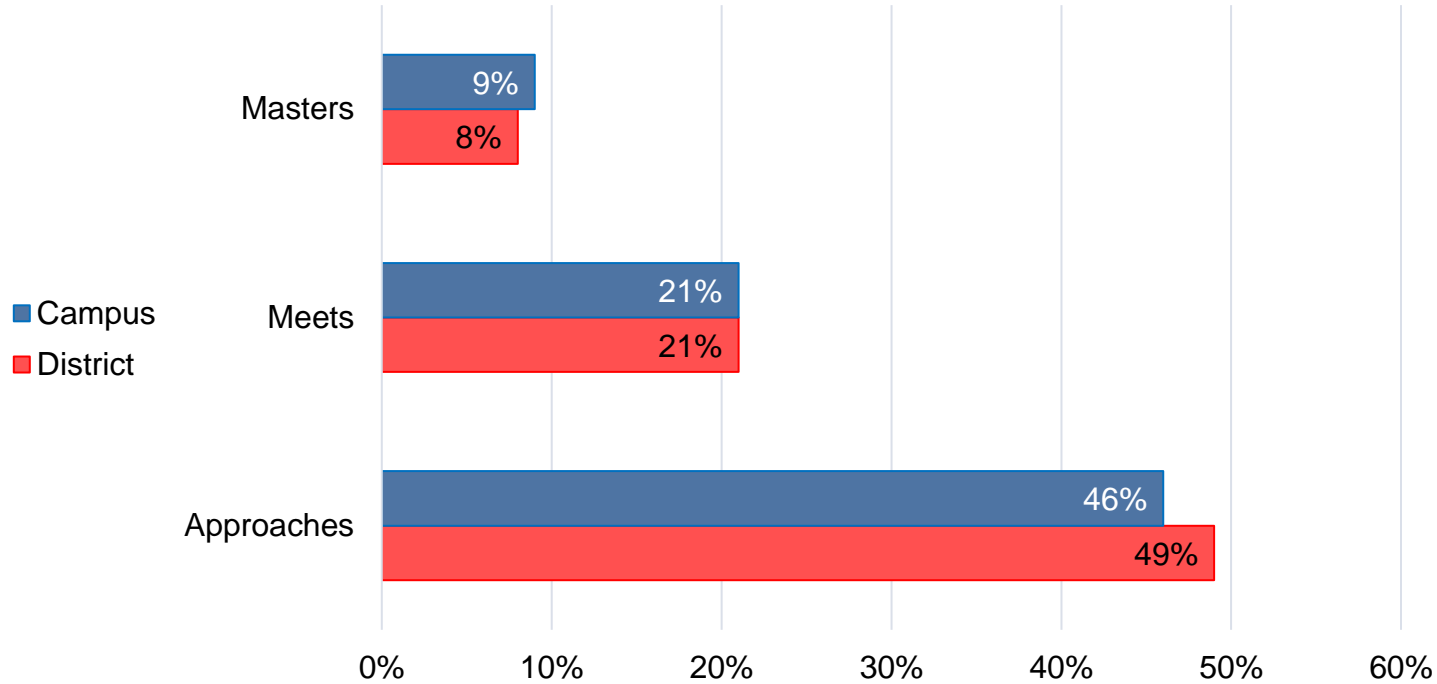


THIRD GRADE 21-22

MATH SPRING INTERIM



21-22 Math Spring Interim

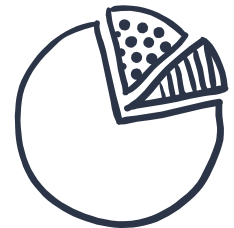
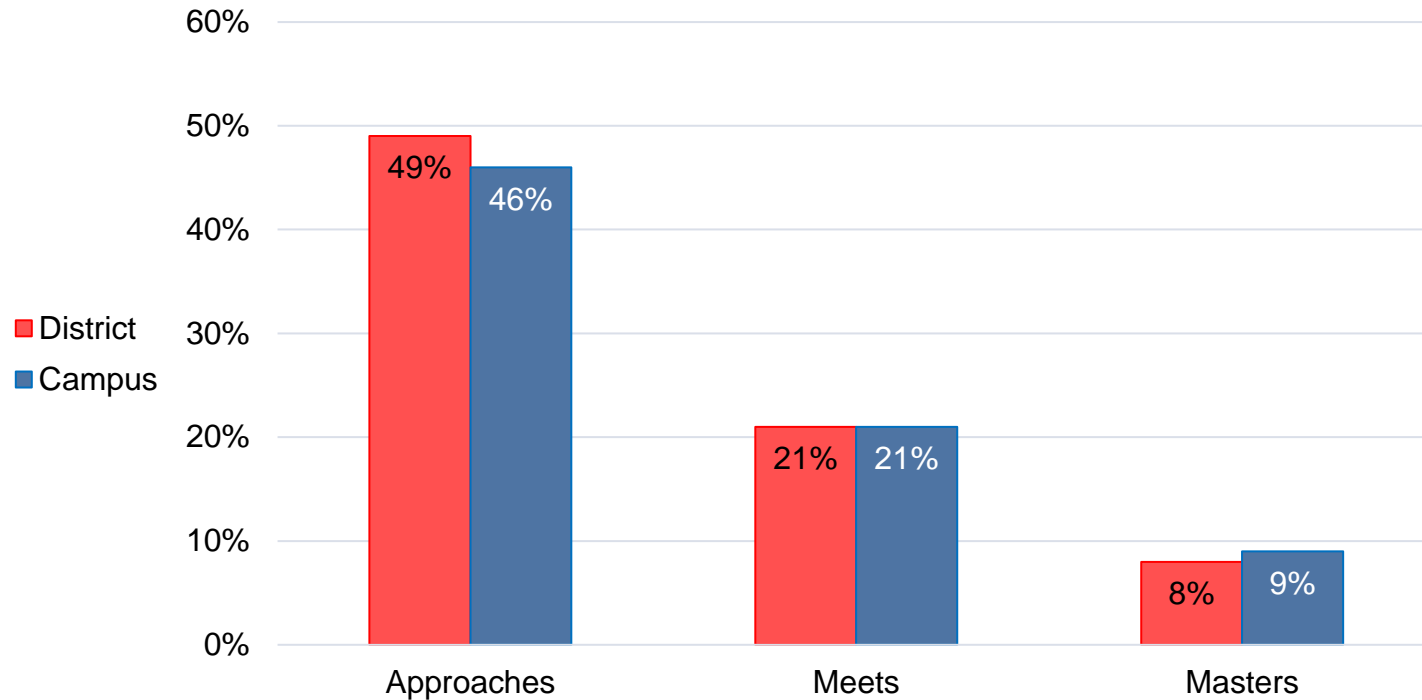


THIRD GRADE 21-22

MATH SPRING INTERIM



21-22 Math Spring Interim



THIRD GRADE 21-22

MATH INTERIMS VS. STAAR

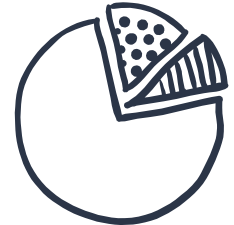


Math Data	Fall Interim	Spring Interim	2022 STAAR
Approaches	41% + 5%	46% +19%	65%
Meets	11% + 10%	21% +13%	34%
Masters	3% + 6%	9% +3%	12%

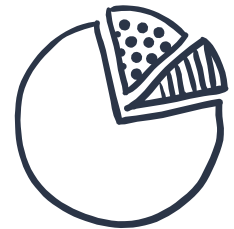
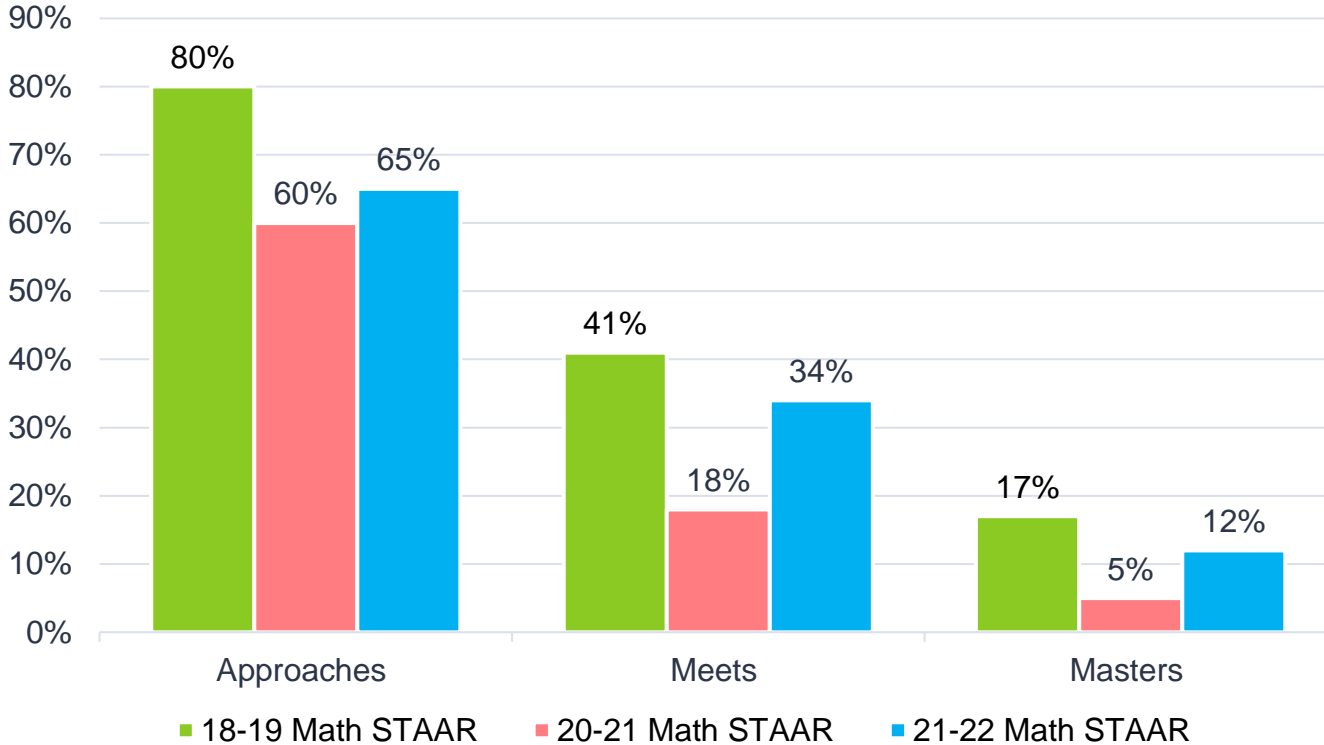
Overall, Fall Interim Approaches → 2022 Math STAAR Approaches = 24% increase.

Overall, Fall Interim Meets → 2022 Math STAAR Meets = 23% increase.

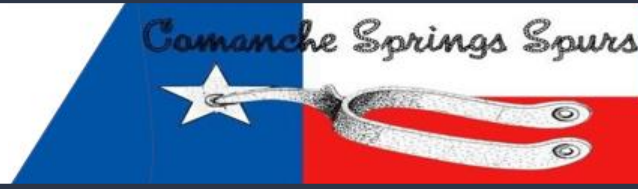
Overall, Fall Interim Masters → 2022 Math STAAR Masters = 9% increase.



THIRD GRADE 19-21 MATH STAAR DATA



THIRD GRADE 19-21 CUMULATIVE MATH DATA

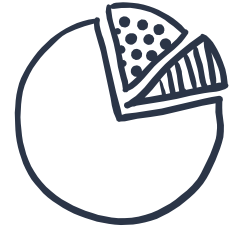


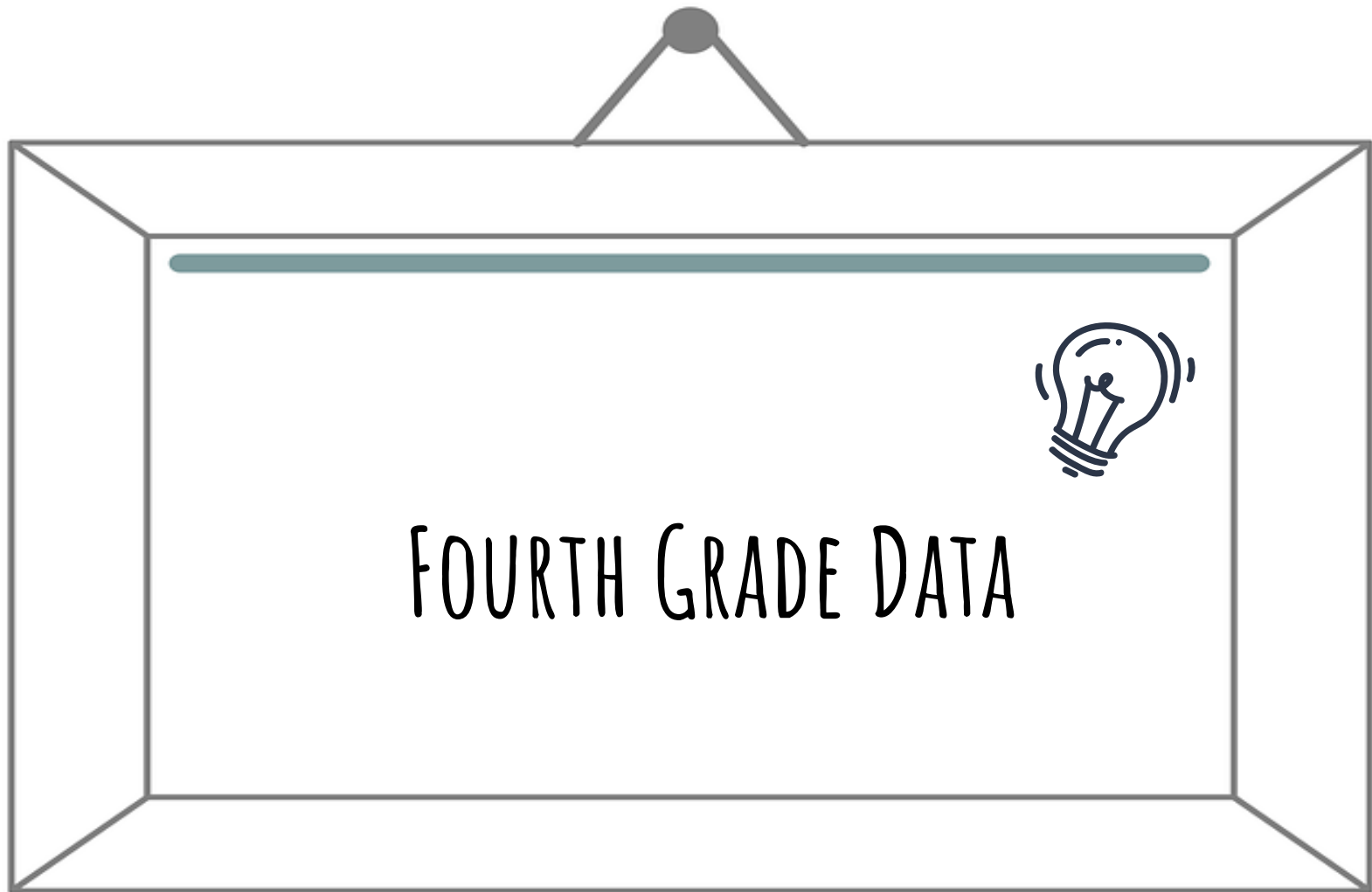
Cumulative Data	2019 Math STAAR	2021 Math STAAR	2022 Math STAAR
Approaches	80% - 20%	60% +5%	65%
Meets	41% - 23%	18% +16%	34%
Masters	17% - 12%	5% +7%	12%

Overall, 2019 Math STAAR → 2022 Math STAAR Approaches = 15% decrease

Overall, 2019 Math STAAR → 2022 Math STAAR Meets = 7% decrease

Overall, 2019 Math STAAR → 2022 Math STAAR Masters = 5% decrease





FOURTH GRADE DATA

FOURTH GRADE 21-22

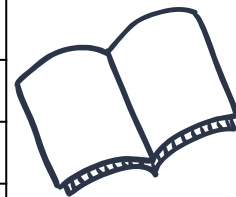
BAS DATA



BAS Expectations	Kinder BOY = A MOY = B/C EOY = D/E				1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY= J/K MOY= K/L EOY= M/N			3rd BOY=M/N MOY=N/O EOY= P/Q			4th BOY= P/Q MOY=Q/R EOY=S/T			5th BOY = S/T MOY = T/U EOY = V/W			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
BOY	1	0	0	0	1	0	1	0	3	0	3	2	4	6	4	23	21	11	1	0	0	0	0
MOY	1	0	0	0	0	1	0	1	0	2	1	2	4	1	3	7	20	18	3	1	1	0	0
EOY	0	1	0	0	0	0	1	0	1	0	2	1	3	3	2	3	6	10	6	0	0	0	0

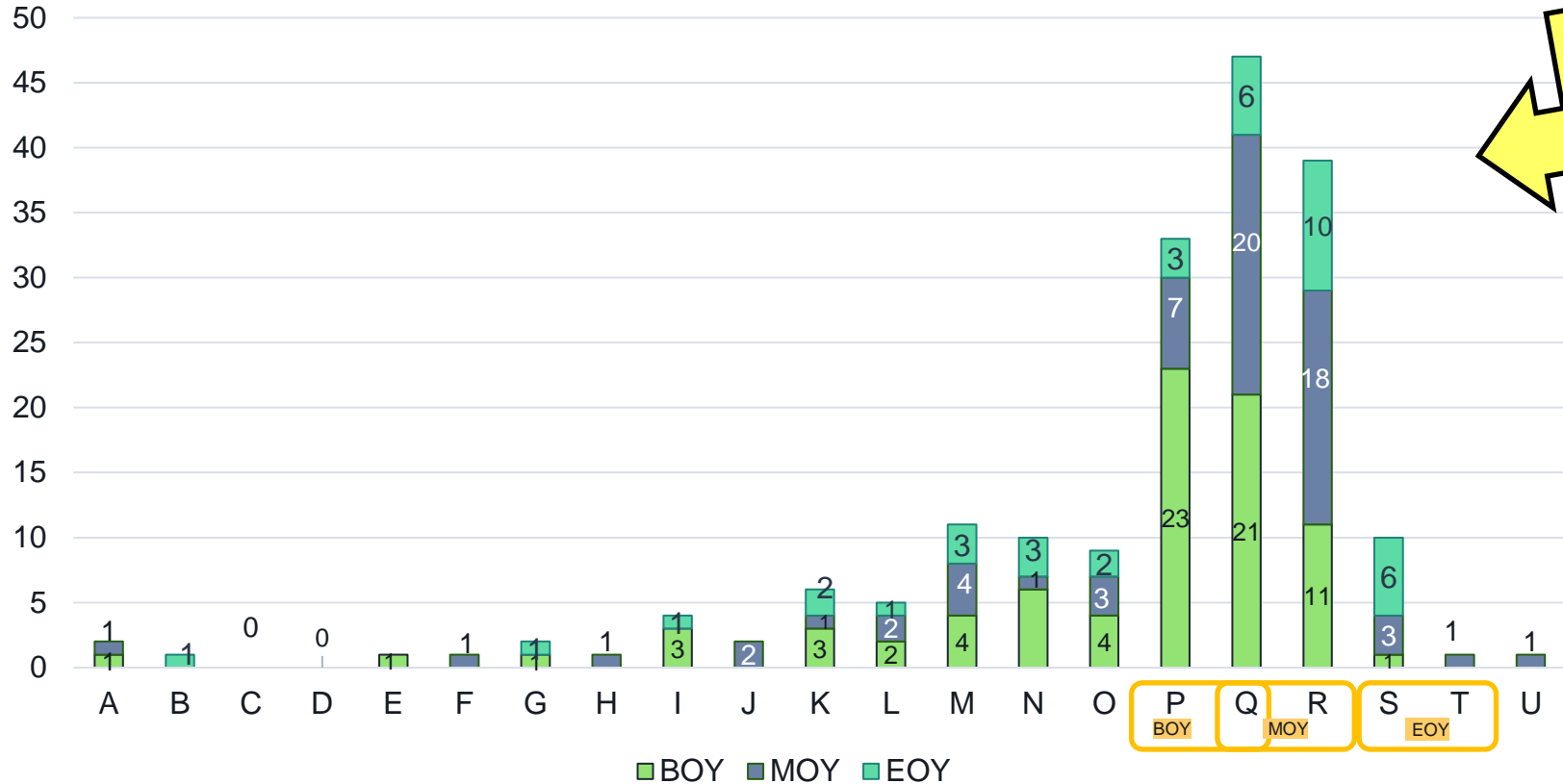
Note:
Not every student tested at this grade level. Only new or concerning students

	Approaches Expectation (Below)	Meets Expectation (On Level)	Exceeds Expectation (Above Level)
BOY	25/81= 31%	44/81= 54%	12/81= 15%
MOY	23/66= 35%	38/66= 58%	5/66= 8%
EOY	33/39= 85%	6/39= 15%	0/39= 0%



FOURTH GRADE 21-22

BAS DATA CHARTED

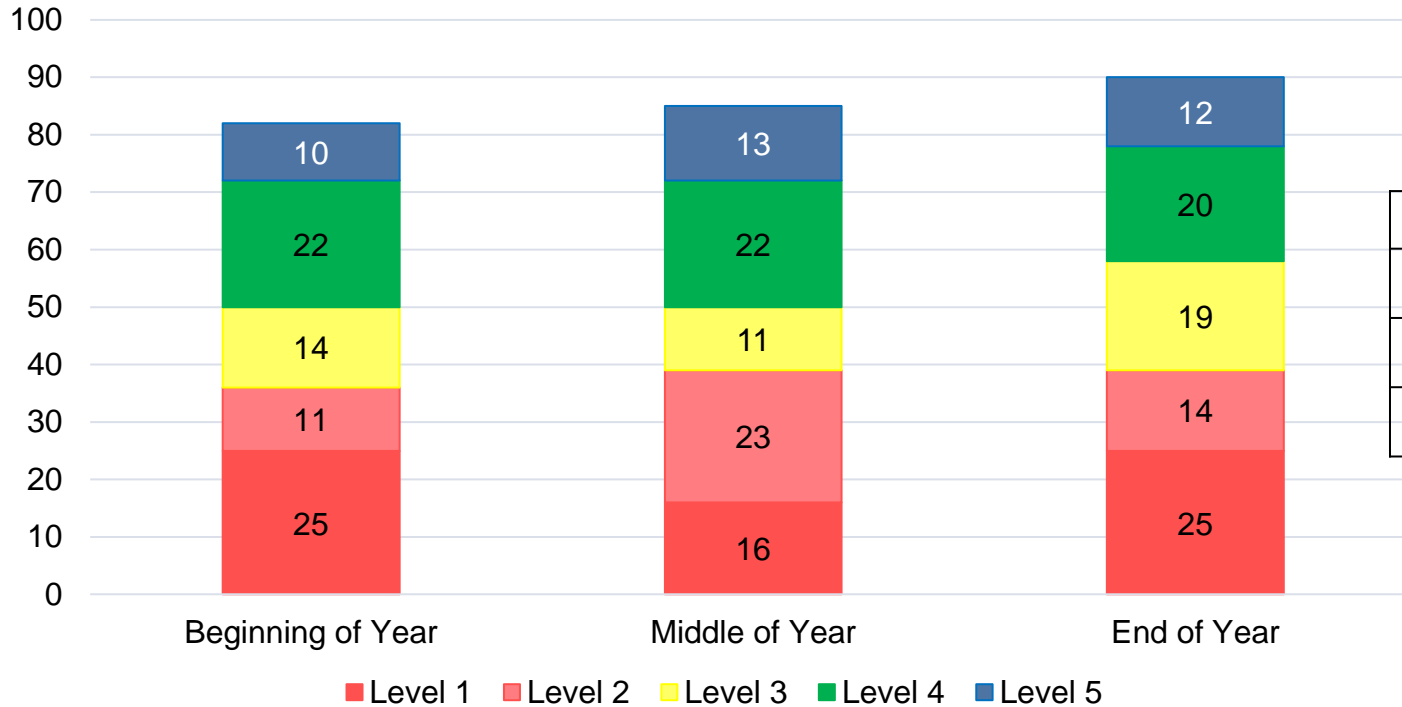


Note:
Not every student tested at this grade level. Only new or concerning students

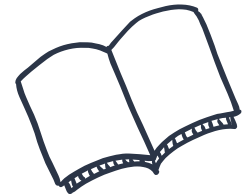


FOURTH GRADE 21-22

READING ISIP



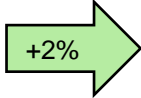

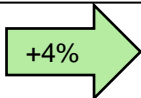
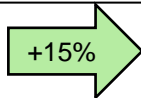
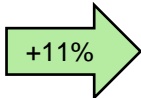

Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3

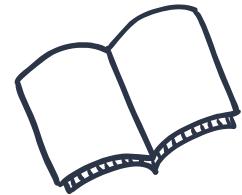


FOURTH GRADE 21-22

READING DCA DATA



Reading Data	DCA 1	DCA 2	DCA 4	2022 STAAR
Approaches	52% 	54% 	65%	79%
Meets	20% 	24% 	39%	49%
Masters	7% 	18% 	14%	28%

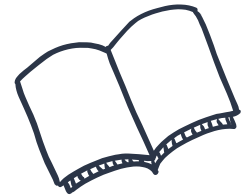
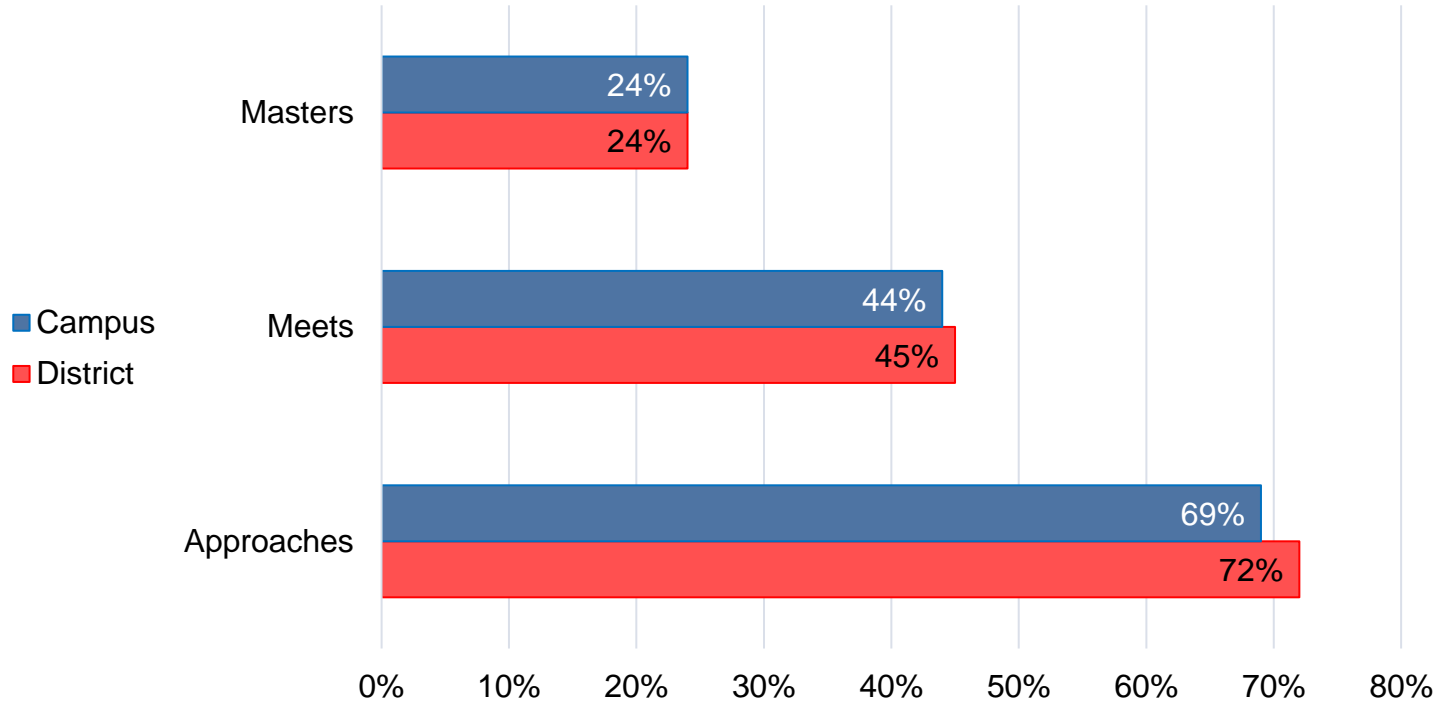


FOURTH GRADE 21-22

READING FALL INTERIM



21-22 Reading Fall Interim

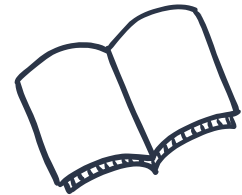
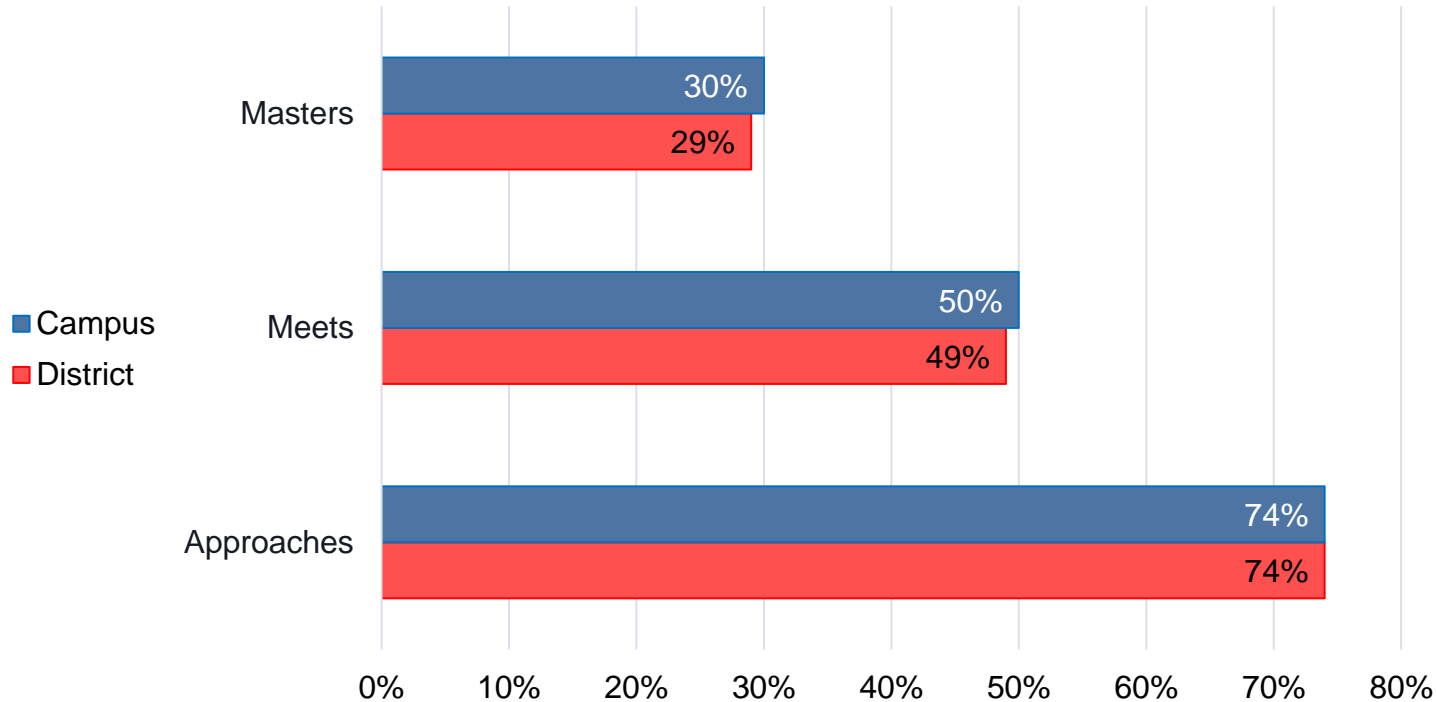


FOURTH GRADE 21-22

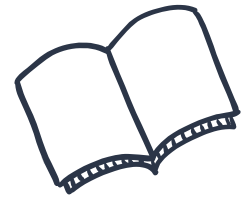
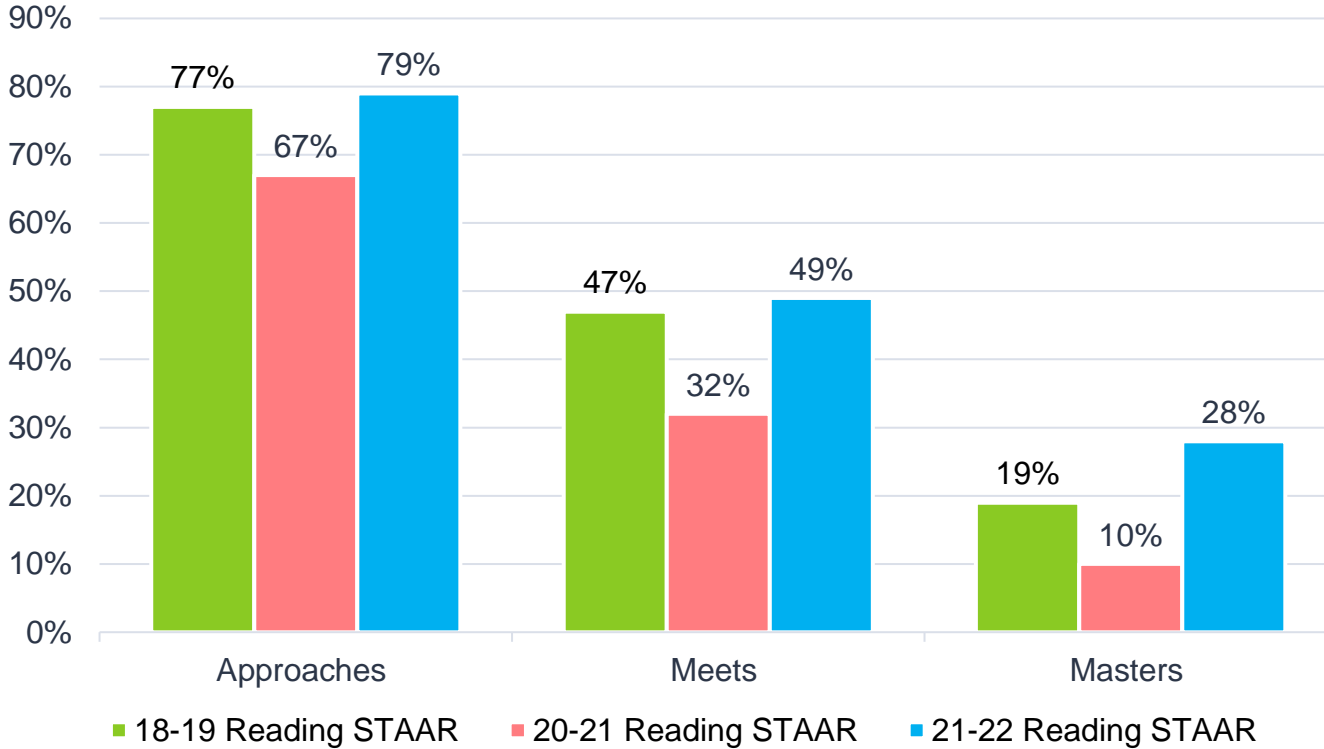
READING SPRING INTERIM



21-22 Reading Spring Interim



FOURTH GRADE 19-21 READING STAAR DATA



FOURTH GRADE 21-22

READING INTERIMS VS. STAAR

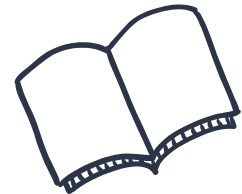


Reading Data	Fall Interim	Spring Interim	2022 STAAR
Approaches	69% + 5%	74% +5%	79%
Meets	44% + 6%	50% -1%	49%
Masters	24% + 6%	30% -2%	28%

Overall, Fall Interim Approaches → 2021 Reading STAAR Approaches = 10% increase.

Overall, Fall Interim Meets → 2021 Reading STAAR Meets = 5% increase.

Overall, Fall Interim Masters → 2021 Reading STAAR Masters = 4% increase.



FOURTH GRADE 19-21 CUMULATIVE READING DATA

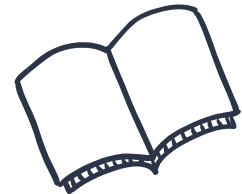


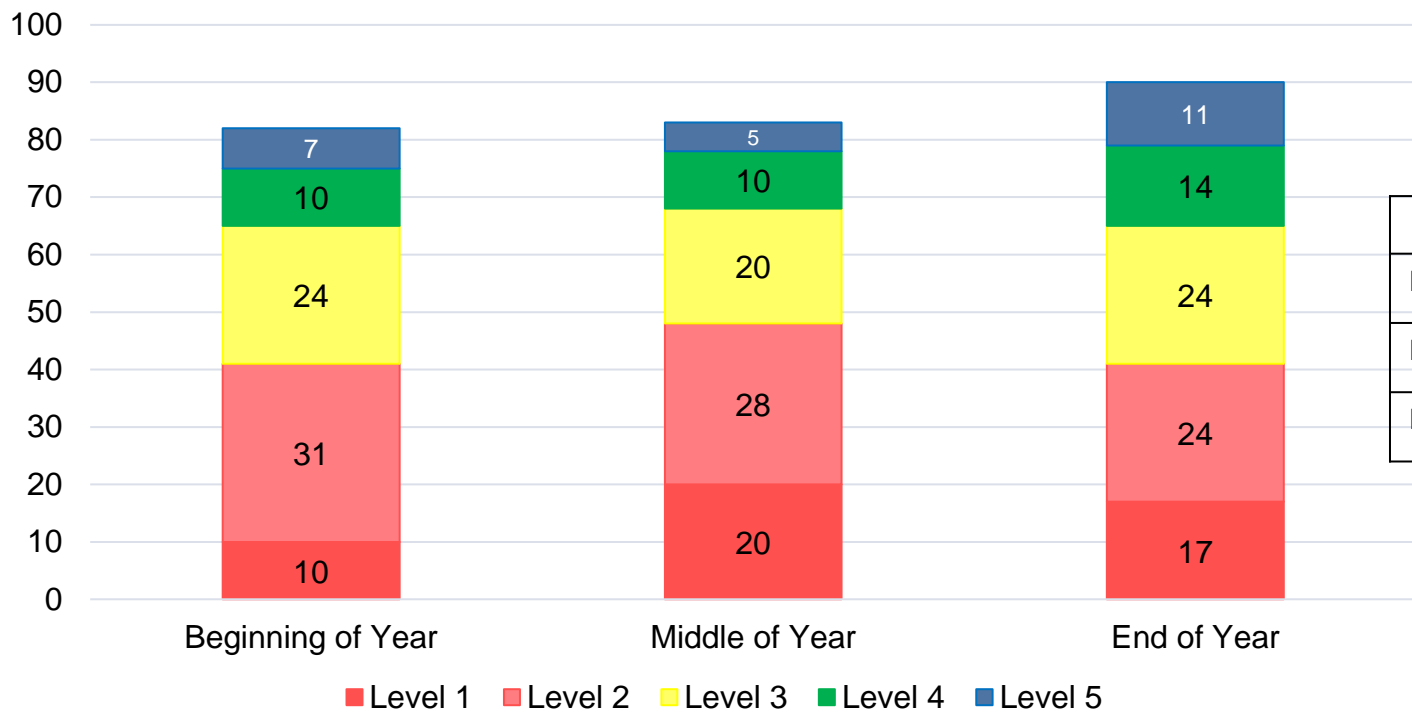
Cumulative Data	2019 Reading STAAR	2021 Reading STAAR	2022 Reading STAAR
Approaches	77% - 10%	67% +12%	79%
Meets	47% - 15%	32% +17%	49%
Masters	19% - 9%	10% +18%	28%

Overall, 2019 Reading STAAR → 2022 Reading STAAR Approaches = 2% increase

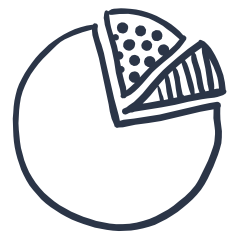
Overall, 2019 Reading STAAR → 2022 Reading STAAR Meets = 2% increase

Overall, 2019 Reading STAAR → 2022 Reading STAAR Masters = 9% increase






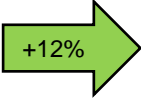


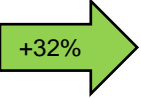


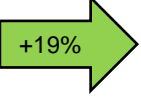

Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3

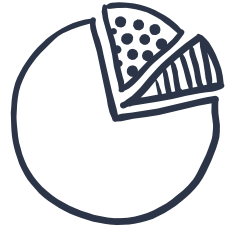


FOURTH GRADE 21-22

MATH DCA DATA



Math Data	DCA 1	DCA 2	DCA 3	DCA 4	2022 STAAR
Approaches	80% 	69% 	81% 	69%	64%
Meets	62% 	35% 	67% 	50%	29%
Masters	48% 	25% 	44% 	31%	17%

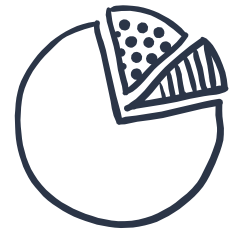
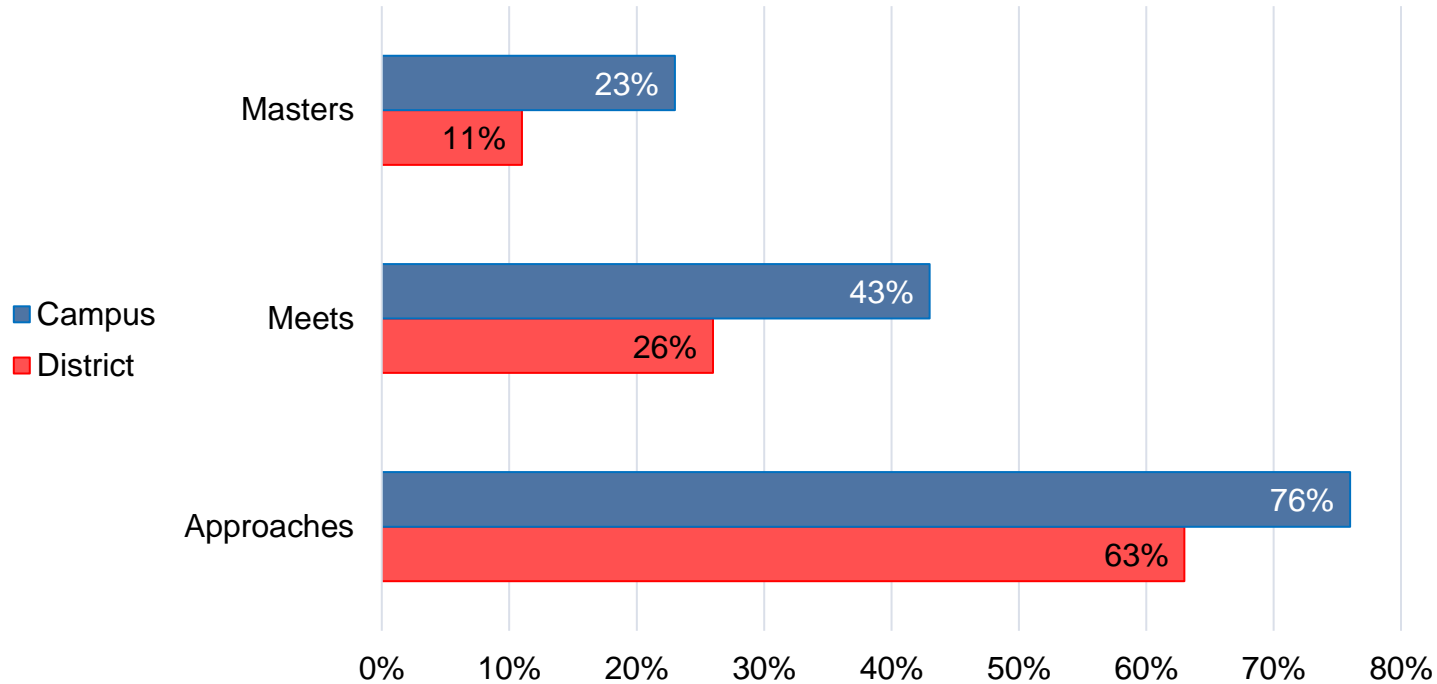


FOURTH GRADE 21-22

MATH FALL INTERIM



21-22 Math Fall Interim

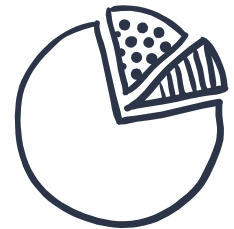
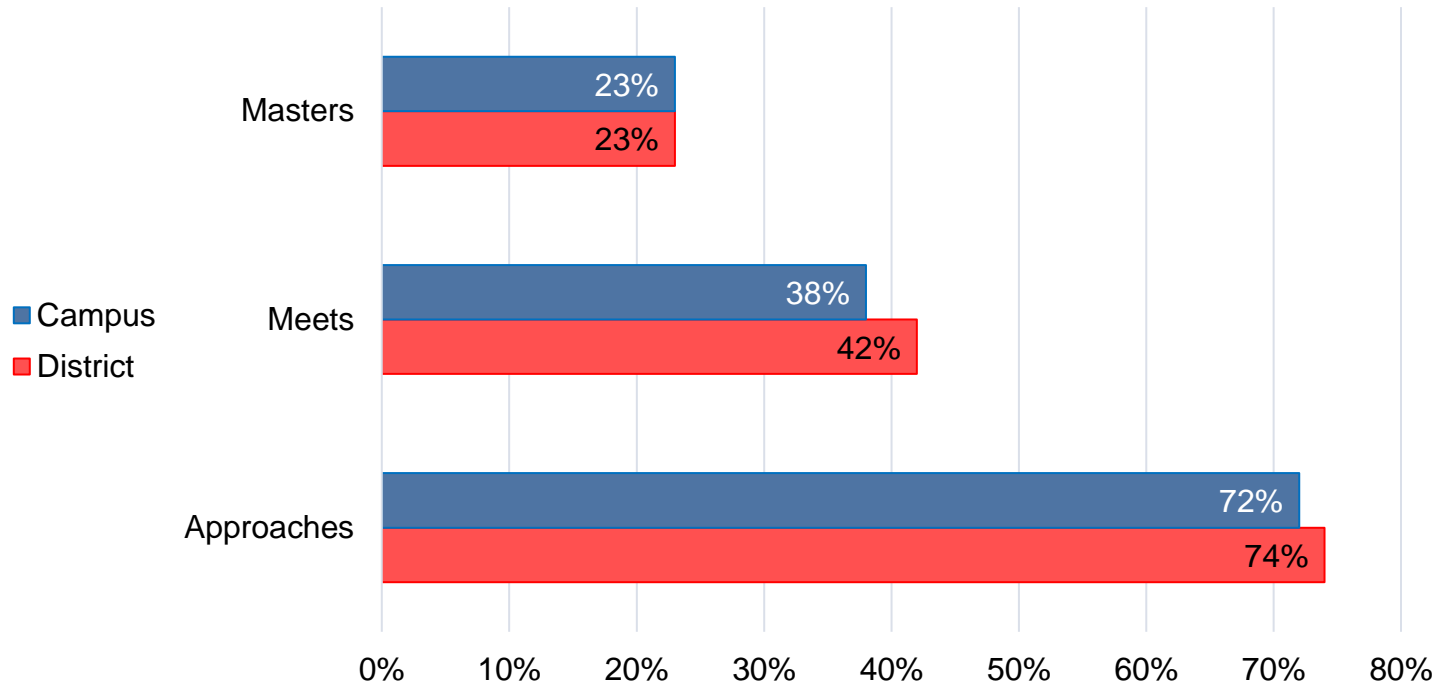


FOURTH GRADE 21-22

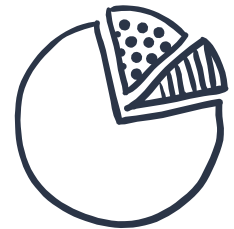
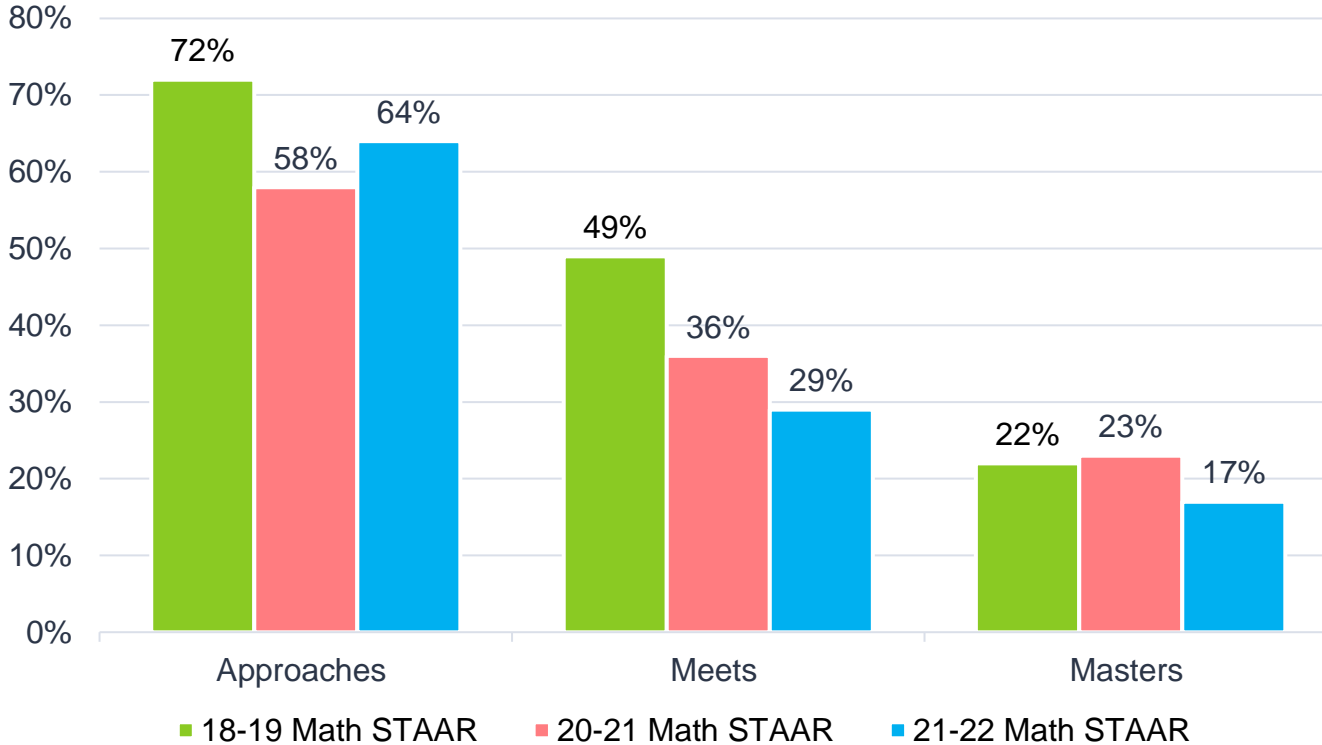
MATH SPRING INTERIM



21-22 Math Spring Interim

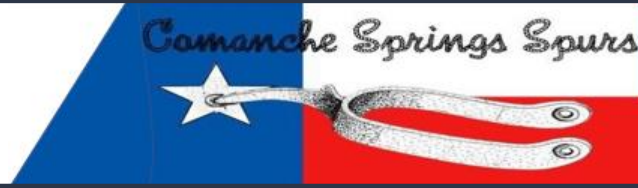


FOURTH GRADE 19-21 MATH STAAR DATA



FOURTH GRADE 21-22

MATH INTERIMS VS. STAAR

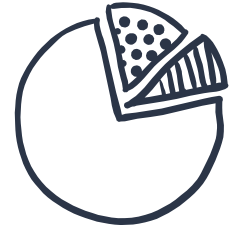


Math Data	Fall Interim	Spring Interim	2022 STAAR
Approaches	76% - 4% →	72% -8% →	64%
Meets	43% - 5% →	38% -9% →	29%
Masters	23% →	23% -6% →	17%

Overall, Fall Interim Approaches → 2022 Math STAAR Approaches = 12% decrease.

Overall, Fall Interim Meets → 2022 Math STAAR Meets = 14% decrease.

Overall, Fall Interim Masters → 2022 Math STAAR Masters = 6% decrease.

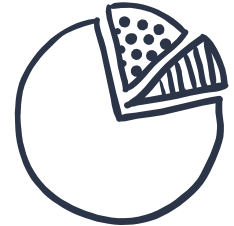


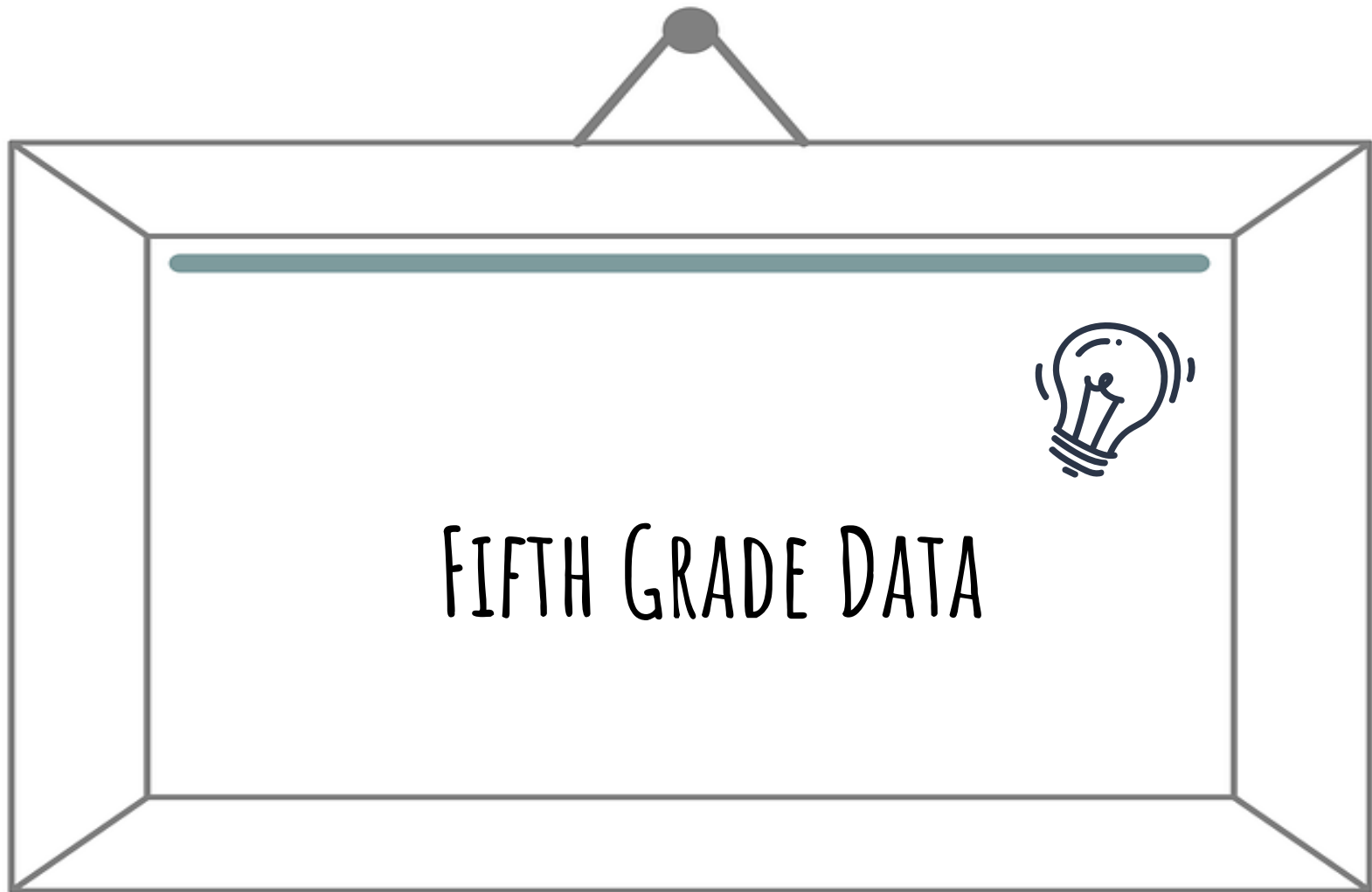
FOURTH GRADE 19-21 CUMULATIVE MATH DATA



Cumulative Data	2019 Math STAAR	2021 Math STAAR	2022 Math STAAR
Approaches	72% - 14%	58% +6%	64%
Meets	49% - 13%	36% -7%	29%
Masters	22% +1%	23% -6%	17%

Overall, 2019 Math STAAR → 2022 Math STAAR Approaches = 8% decrease
Overall, 2019 Math STAAR → 2022 Math STAAR Meets = 20% decrease
Overall, 2019 Math STAAR → 2022 Math STAAR Masters = 5% decrease





FIFTH GRADE DATA

FIFTH GRADE 21-22

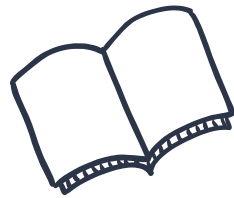
BAS DATA



BAS Expectations	1st BOY = D/E MOY = F/H EOY = J/K						2nd BOY = J/K MOY = K/L EOY = M/N			3rd BOY = M/N MOY = N/O EOY = P/Q			4th BOY = P/Q MOY = Q/R EOY = S/T			5th BOY = S/T MOY = T/U EOY = V/W						
	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
BOY	2	1	0	2	1	1	0	2	1	2	1	3	4	8	17	9	9	2	4	1	2	0
MOY	0	0	0	0	0	1	0	0	2	1	1	0	2	3	3	6	19	9	10	5	2	6
EOY	1	2	0	0	0	1	0	1	1	2	1	0	1	0	2	2	5	14	11	6	4	26

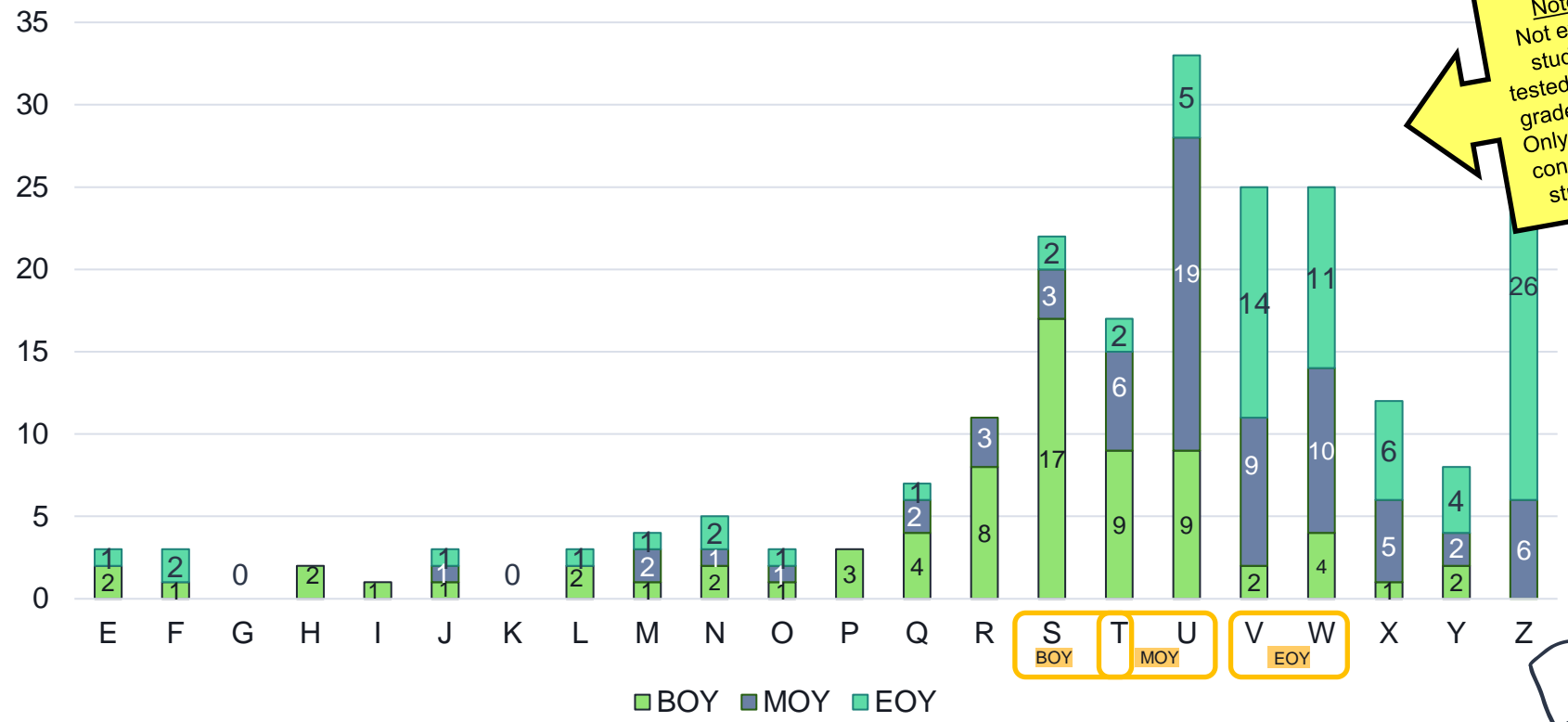
Note:
Not every student tested at this grade level. Only new or concerning students

	Approaches Expectation (Below)		Meets Expectation (On Level)		Exceeds Expectation (Above Level)	
BOY	28/72=	39%	26/72=	36%	18/72=	25%
MOY	13/70=	19%	25/70=	36%	32/70=	46%
EOY	19/80=	24%	25/80=	31%	36/80=	45%



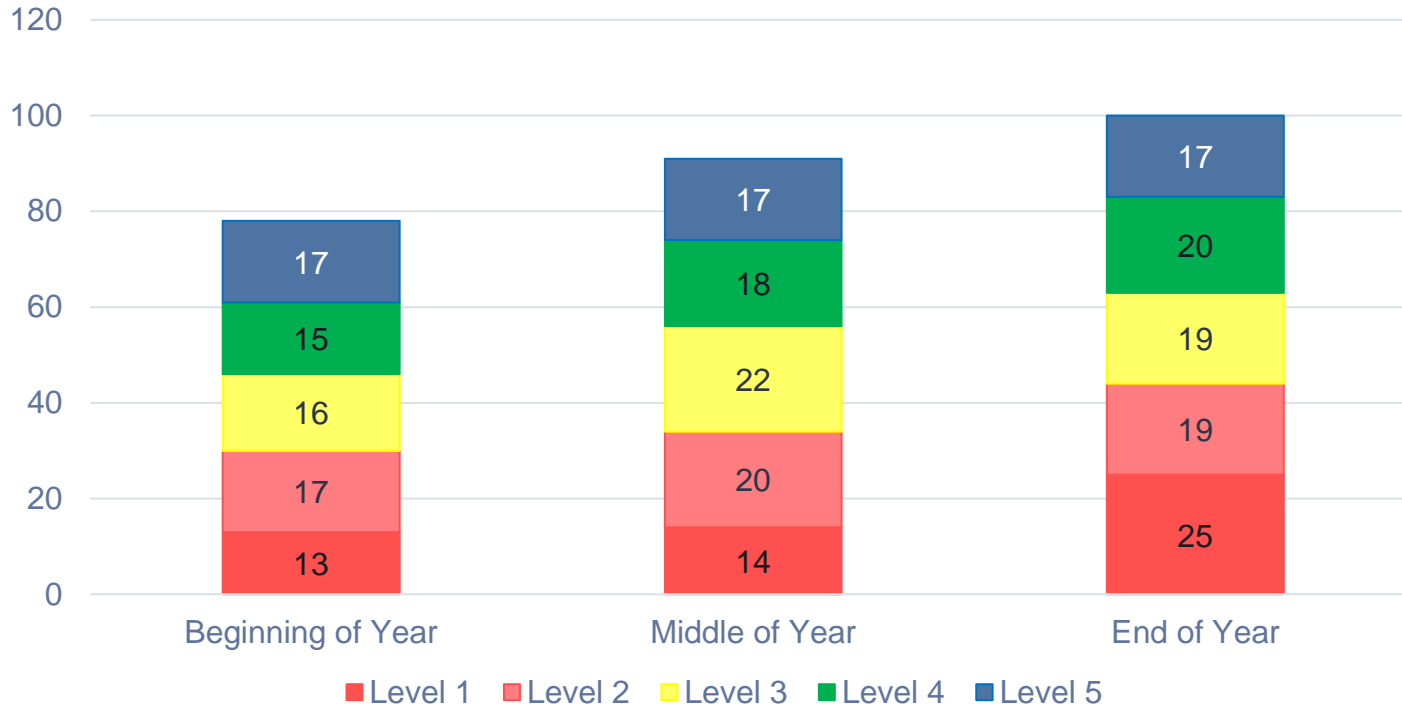
FIFTH GRADE 21-22

BAS DATA CHARTED

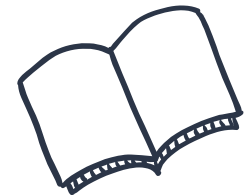


FIFTH GRADE 21-22

READING ISIP

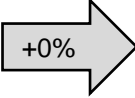

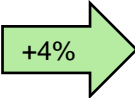


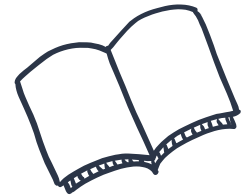
LEVEL GUIDELINES	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3



FIFTH GRADE 21-22 READING DCA DATA



Reading Data	DCA 1	DCA 2	2022 STAAR
Approaches	52% 	52%	80%
Meets	28% 	25%	52%
Masters	9% 	13%	29%

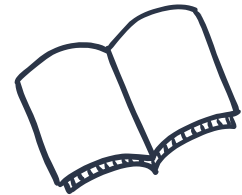
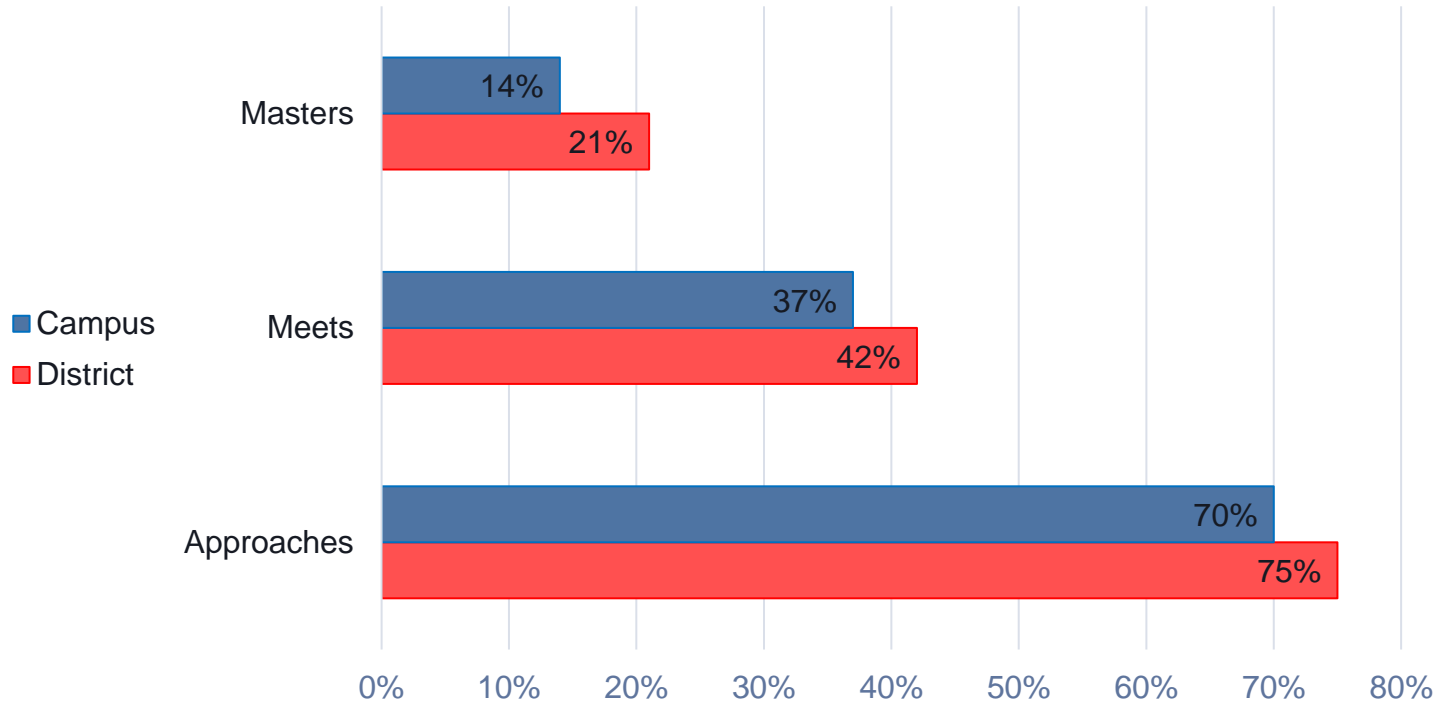


FIFTH GRADE 21-22

READING FALL INTERIM



21-22 Reading Fall Interim

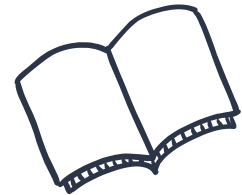
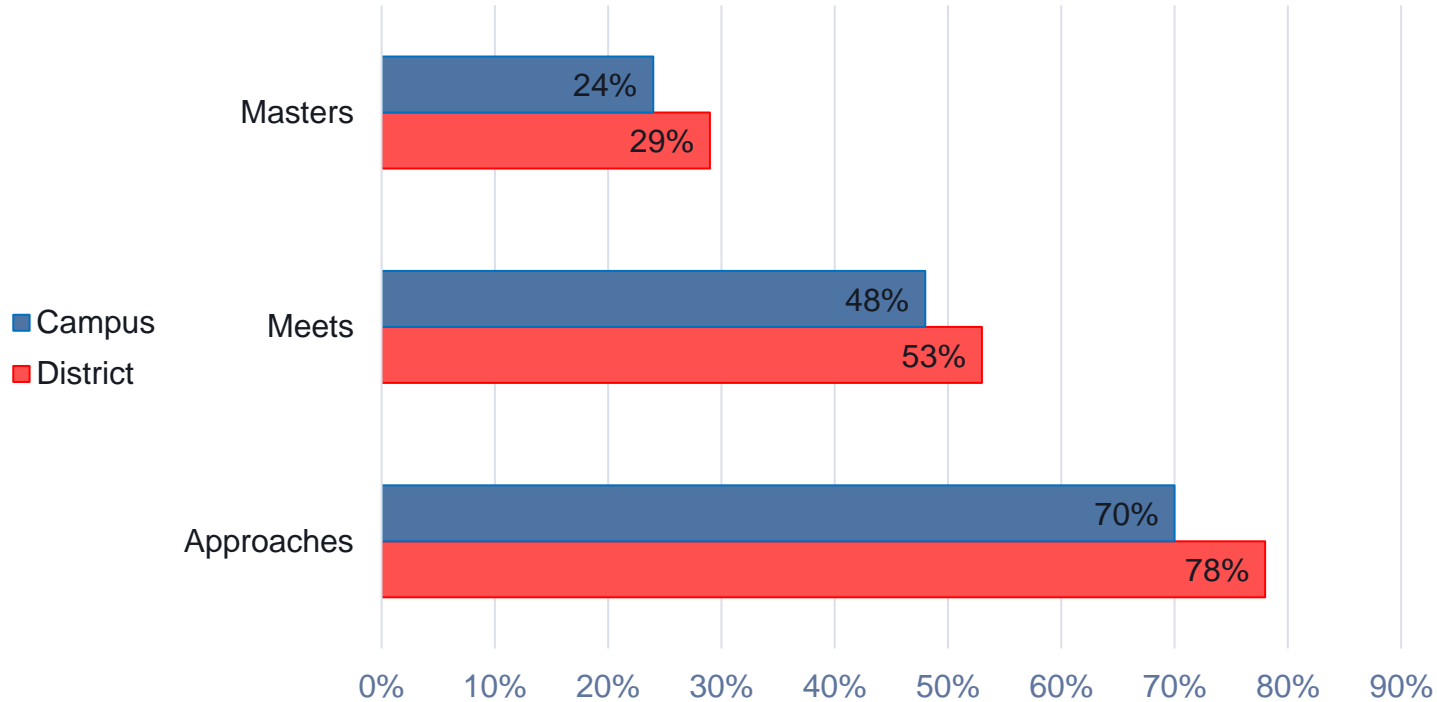


FIFTH GRADE 21-22

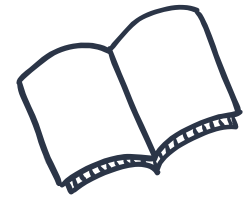
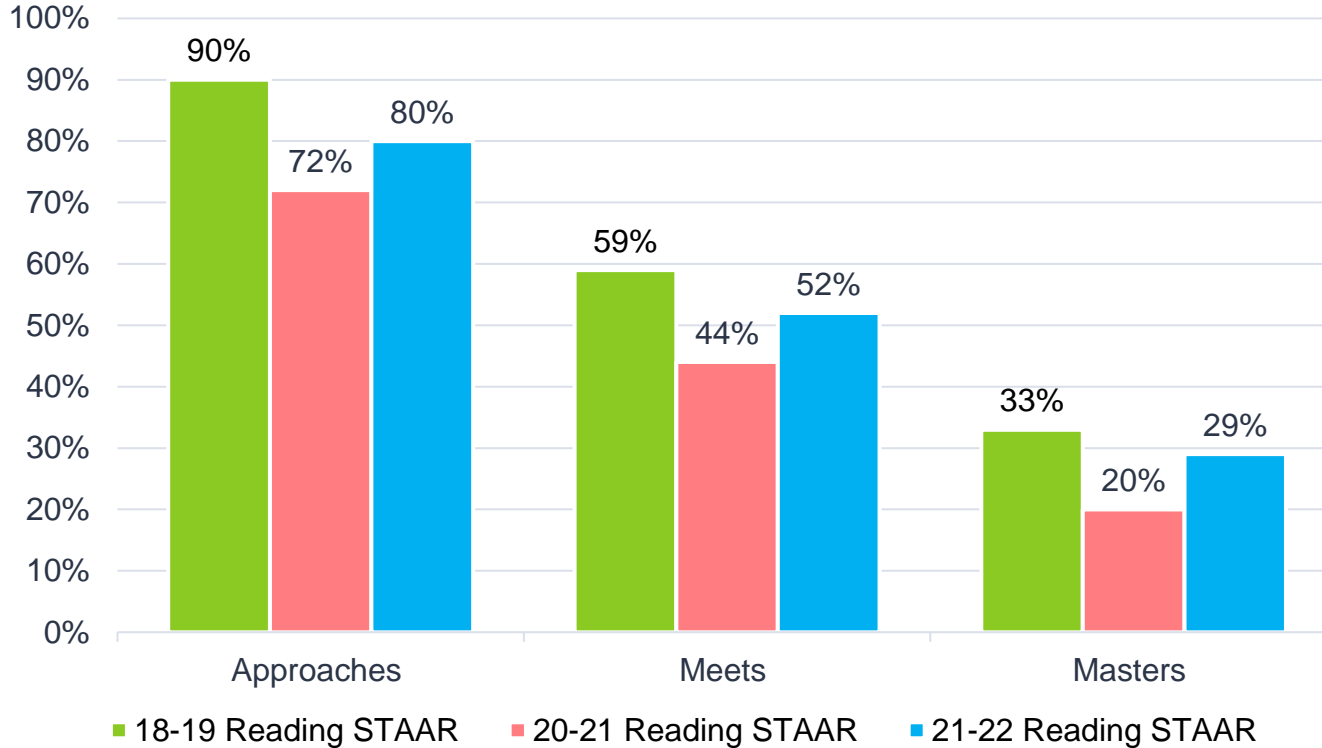
READING SPRING INTERIM



21-22 Reading Spring Interim



FIFTH GRADE 19-21 READING STAAR DATA



FIFTH GRADE 21-22

READING INTERIMS VS. STAAR

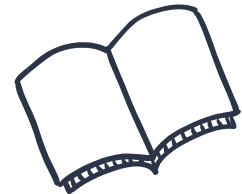


Reading Data	Fall Interim	Spring Interim	2022 STAAR
Approaches	70% + 1%	71% +9%	80%
Meets	37% + 11%	48% +4%	52%
Masters	14% + 10%	24% +5%	29%

Overall, Fall Interim Approaches → 2022 Reading STAAR Approaches = 10% increase

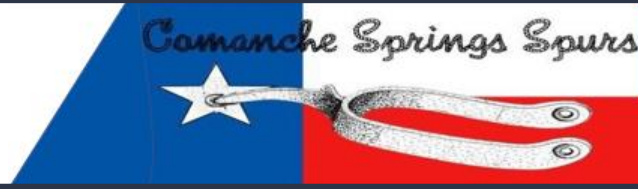
Overall, Fall Interim Meets → 2022 Reading STAAR Meets = 15% increase

Overall, Fall Interim Masters → 2022 Reading STAAR Masters = 15% increase



FIFTH GRADE 19-21

CUMULATIVE READING DATA

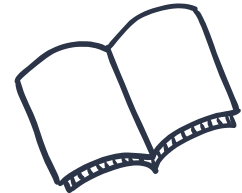


Cumulative Data	2019 Reading STAAR	2021 Reading STAAR	2022 Reading STAAR
Approaches	90% - 18% →	72% +8% →	80%
Meets	59% - 15% →	44% +8% →	52%
Masters	33% - 13% →	20% +9% →	29%

Overall, 2019 Reading STAAR → 2022 Reading STAAR Approaches = 10% decrease

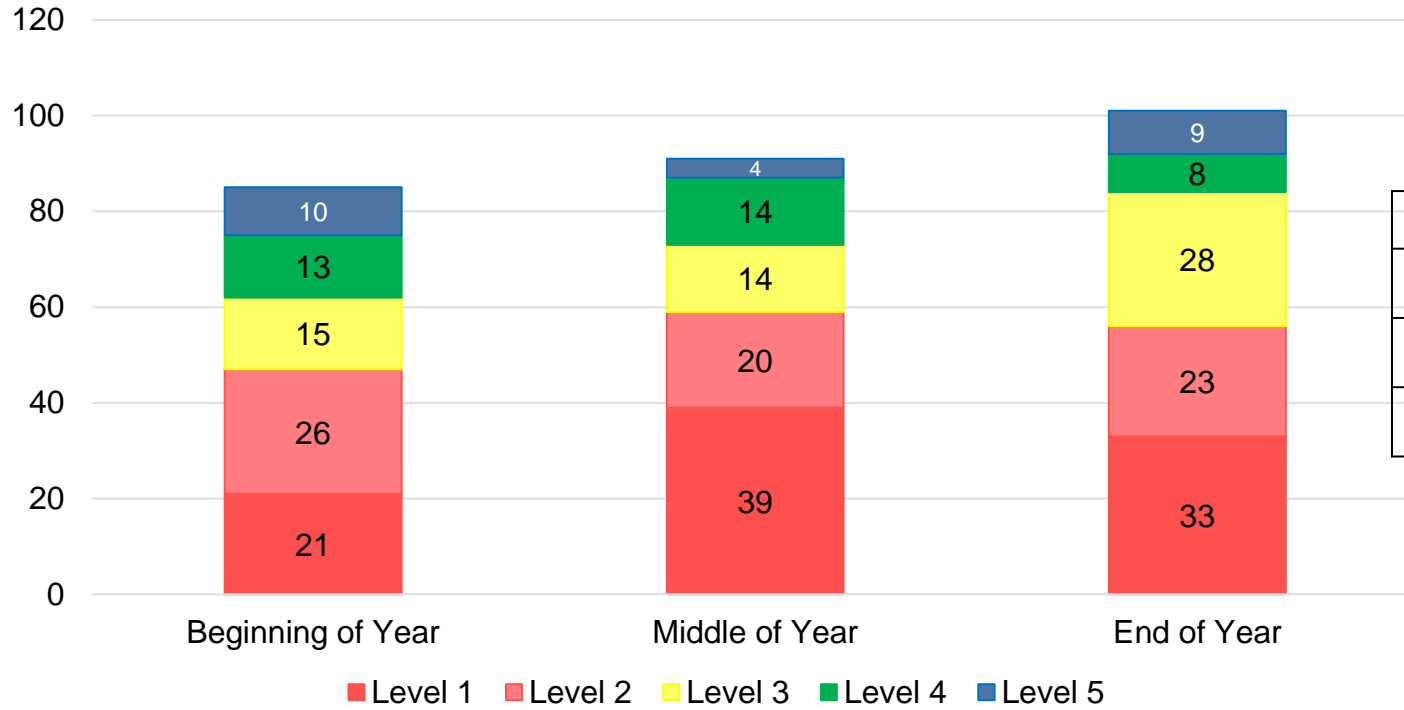
Overall, 2019 Reading STAAR → 2022 Reading STAAR Meets = 7% decrease

Overall, 2019 Reading STAAR → 2022 Reading STAAR Masters = 4% decrease

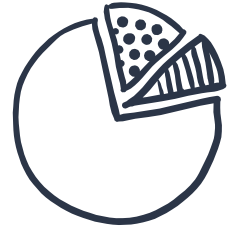


FIFTH GRADE 21-22

MATH ISIP



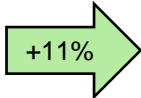

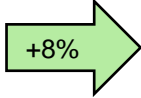

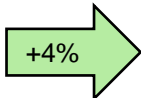

Level Guidelines	
Levels 3, 4 & 5	Tier 1
Level 2	Tier 2
Levels 1 & 2	Tier 3

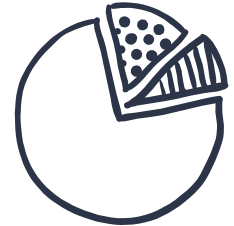


FIFTH GRADE 21-22

MATH DCA DATA



Math Data	DCA 1	DCA 2	DCA 3	2022 STAAR
Approaches	69% 	80% 	57%	68%
Meets	50% 	58% 	35%	35%
Masters	21% 	25% 	16%	13%

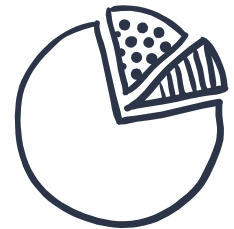
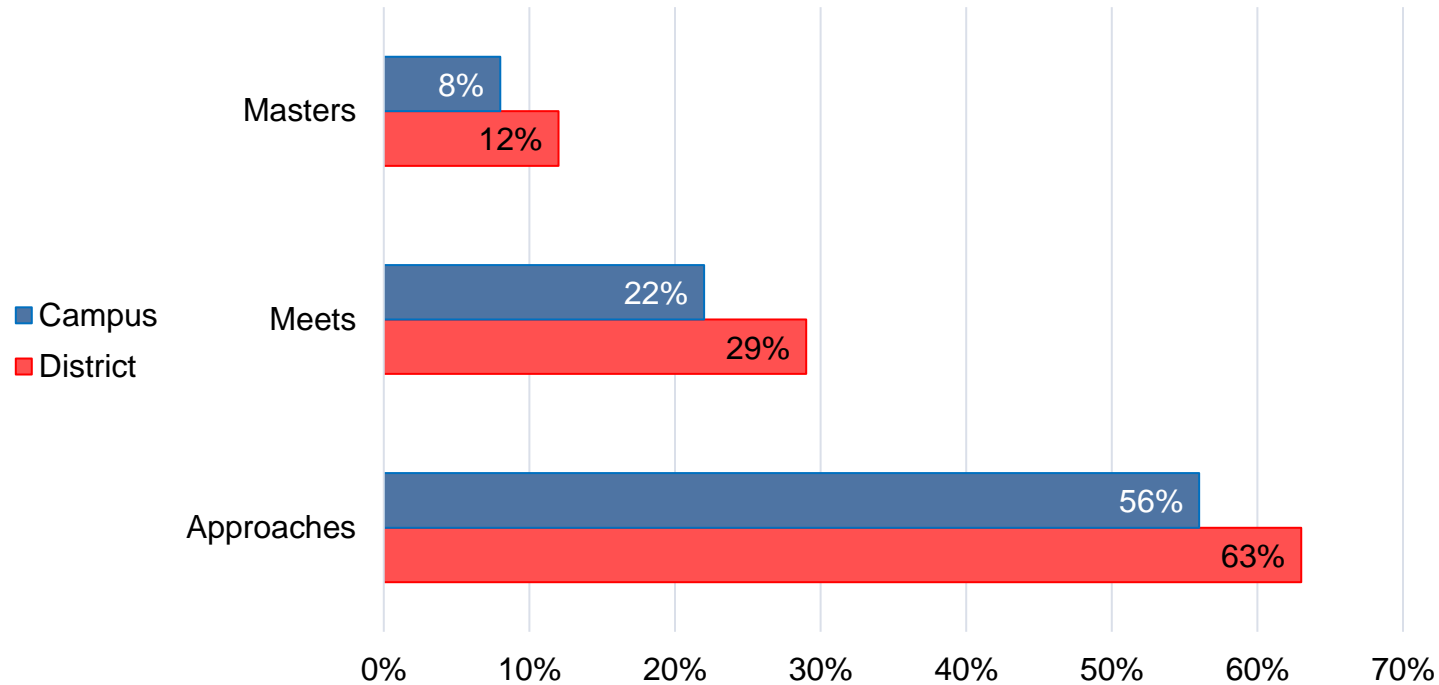


FIFTH GRADE 21-22

MATH FALL INTERIM



21-22 Math Fall Interim

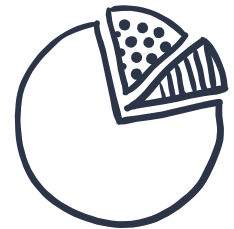
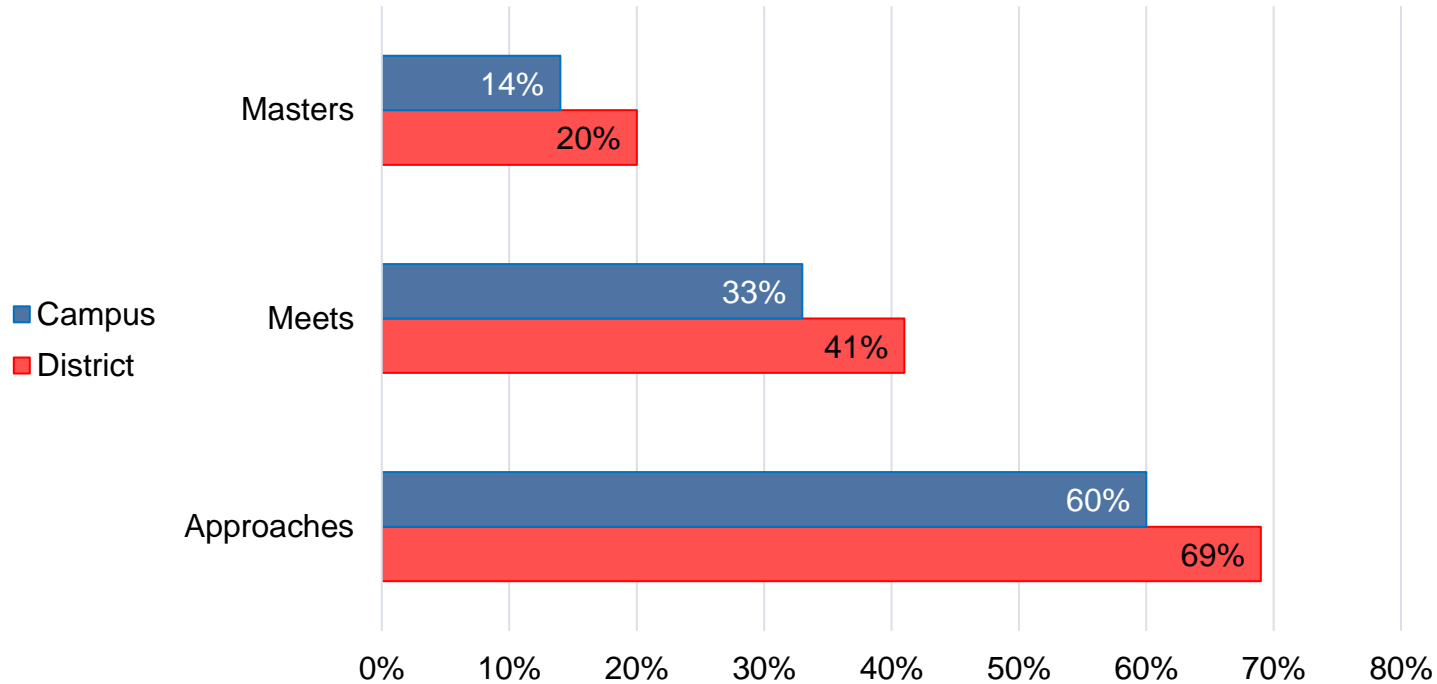


FIFTH GRADE 21-22

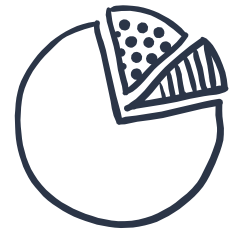
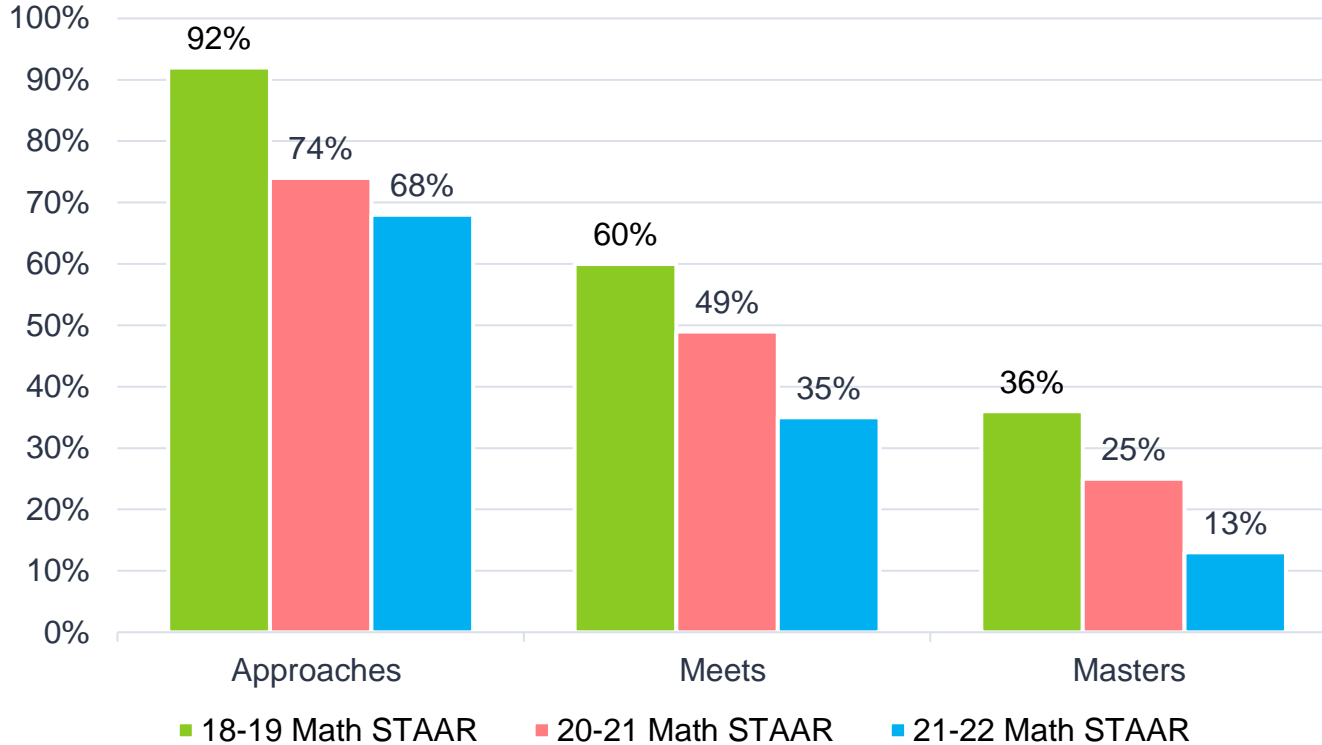
MATH SPRING INTERIM



21-22 Math Spring Interim



FIFTH GRADE 19-21 MATH STAAR DATA



FIFTH GRADE 21-22

MATH INTERIMS VS. STAAR

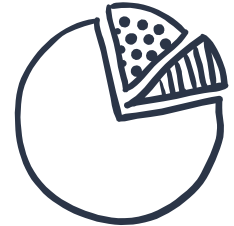


Math Data	Fall Interim	Spring Interim	2022 STAAR
Approaches	56% + 4% →	60% +8% →	68%
Meets	22% + 11% →	33% +2% →	35%
Masters	8% + 6% →	14% -1% →	13%

Overall, Fall Interim Approaches → 2022 Math STAAR Approaches = 12% increase.

Overall, Fall Interim Meets → 2022 Math STAAR Meets = 13% increase.

Overall, Fall Interim Masters → 2022 Math STAAR Masters = 5% increase.



FIFTH GRADE 19-21 CUMULATIVE MATH DATA

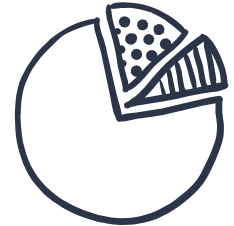


Cumulative Data	2019 Math STAAR	2021 Math STAAR	2022 Math STAAR
Approaches	92% - 18% →	74% - 6% →	68%
Meets	60% - 11% →	49% - 14% →	35%
Masters	36% - 11% →	25% - 12% →	13%

Overall, 2019 Math STAAR → 2022 Math STAAR Approaches = 24% decrease




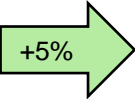


Overall, 2019 Math STAAR → 2022 Math STAAR Meets = 25% decrease

Overall, 2019 Math STAAR → 2022 Math STAAR Masters = 23% decrease



FIFTH GRADE 21-22 SCIENCE DCA DATA



Math Data	DCA 1	DCA 2	DCA 3	DCA 4	2022 STAAR
Meets	77% 	75% 	70% 	35%	22%
Masters	29% 	34% 	31% 	9%	6%

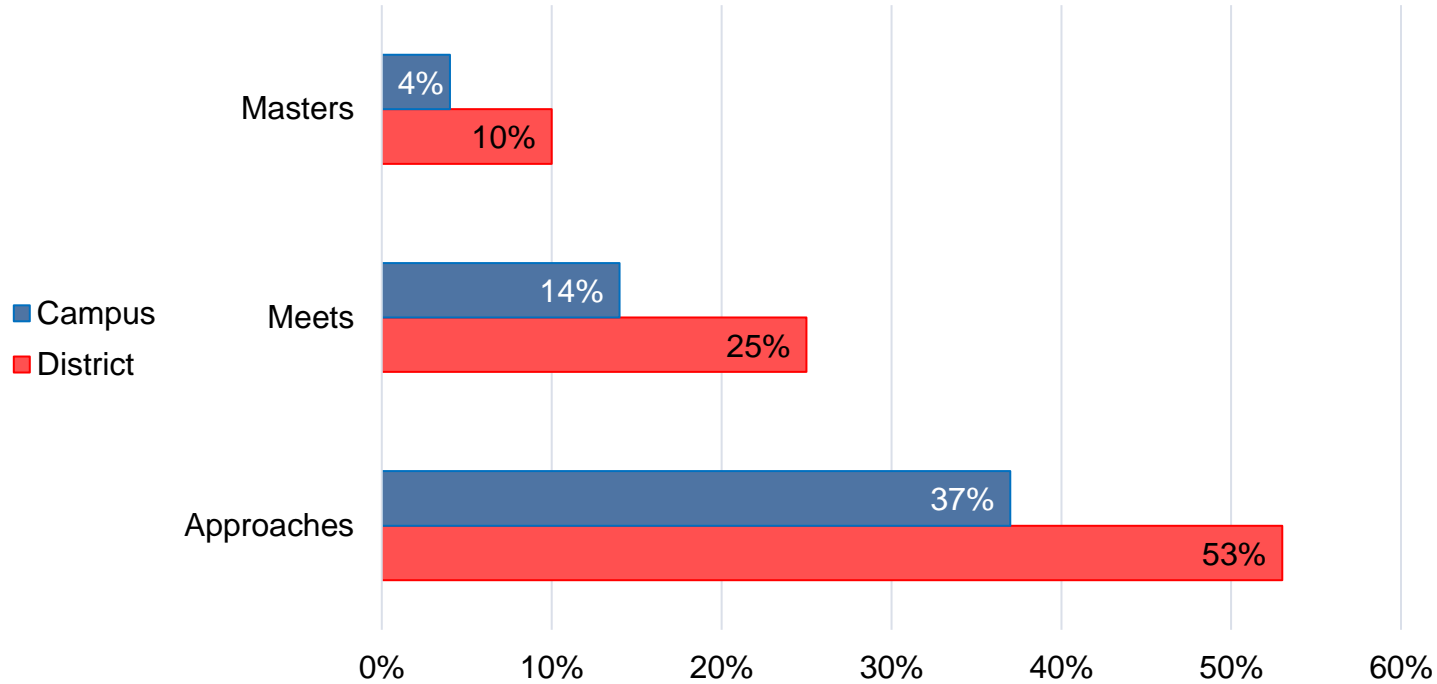


FIFTH GRADE 21-22

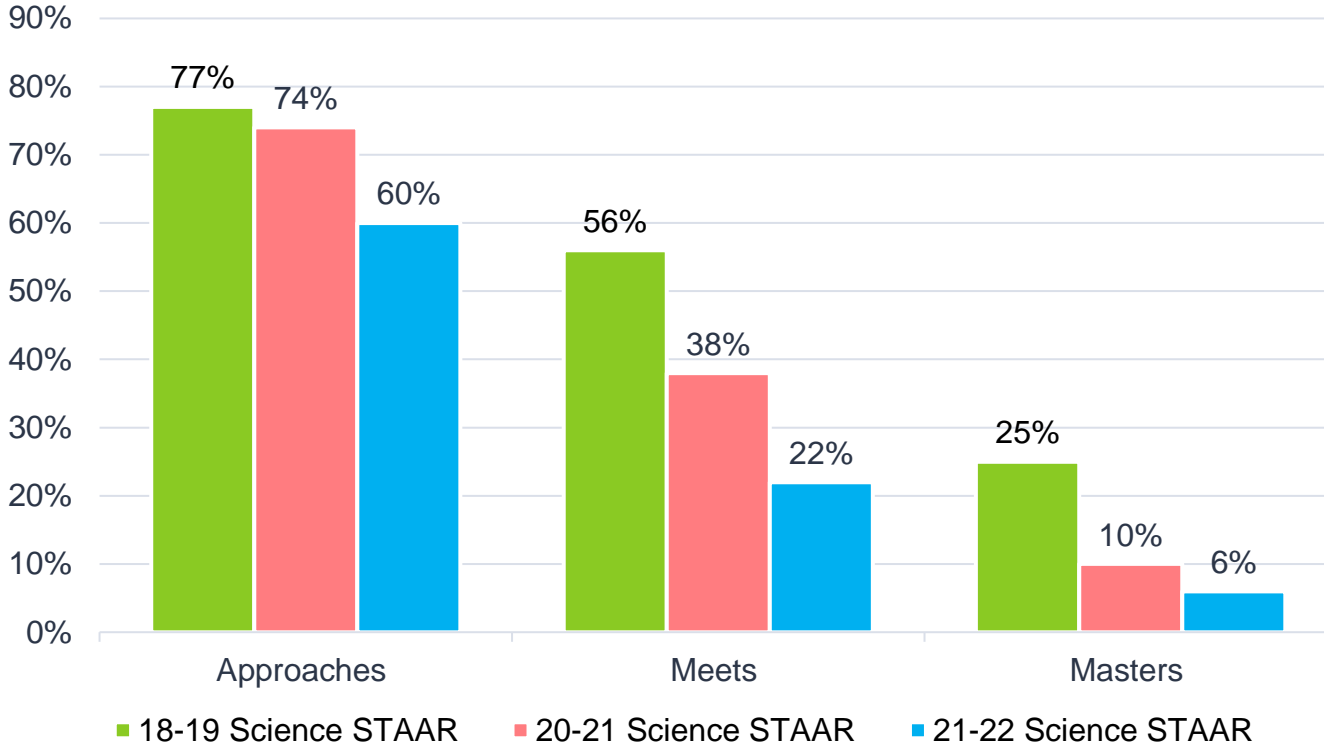
SCIENCE SPRING INTERIM



21-22 Science Spring Interim

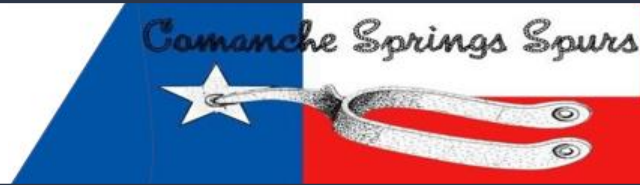


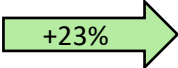
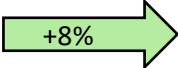
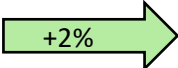
FIFTH GRADE 19-21 SCIENCE STAAR DATA



FIFTH GRADE 21-22

SCIENCE INTERIM VS. STAAR



Science Data	Spring Interim	2022 STAAR
Approaches	37% 	60%
Meets	14% 	22%
Masters	4% 	6%



FIFTH GRADE 19-21 CUMULATIVE SCIENCE DATA



Cumulative Data	2019 Science STAAR	2021 Science STAAR	2022 Science STAAR
Approaches	77% - 3%	74% -14%	60%
Meets	56% - 18%	38% -16%	22%
Masters	25% - 15%	10% -4%	6%

Overall, 2019 Science STAAR → 2022 Science STAAR Approaches = 17% decrease

Overall, 2019 Science STAAR → 2022 Science STAAR Meets = 34% decrease

Overall, 2019 Science STAAR → 2022 Science STAAR Masters = 19% decrease

